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December 1991



INFOSOURCE  
MONTHLY ALERT  
MONTH October 93  
ITEM # 3

# Equal Opportunity Is for Everyone

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## 1991 Accomplishments

A large, faint background watermark or overlay text is present, containing repeated words such as "EQUALITY", "OPPORTUNITY", "DIVERSITY", "ACCOMPLISHMENTS", "OUTREACH", "PROGRAMS", "EMPLOYEES", "PERSONNEL", "CIVIL RIGHTS", "SENSITIVITY", "INITIATIVE", and "SUCCESS". These words are arranged in a dense, overlapping pattern across the entire page.

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December 1991

# Equal Opportunity Is for Everyone

## 1991 Accomplishments



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## A Message From the Chief

The decade of the 90's is being described as interesting, exciting, and challenging.

I say this because I believe this Agency has made a conscious effort to face these changes and challenges head-on and recycle them into opportunities. And we are in the forefront moving to bring about a multicultural organization. I know that the competition is great and our ultimate success will depend on how well we manage our human resources, not in the short term, but for the future Forest Service organization.



Several programs have already been launched to help us become a multicultural organization. How successful we are toward this goal will depend on each of us working to ensure that a healthy work environment exists for all employees. I have established a multicultural core group as part of my management team to help deliberate on Chief and Staff decisions. Each deputy area is conducting diversity training sessions. Training modules are being developed to train the work force.

As you read the pages of this publication, you will see diversity at work. Let us meet the challenge of becoming a truly multicultural organization.



A handwritten signature in black ink that reads "F. Dale Robertson".

F. Dale Robertson, Chief, USDA Forest Service



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## **Major Civil Rights Initiatives in 1991**

### **Affirmative Action Programs for Individuals with Disabilities**

This year the Washington Office Personnel and Civil Rights staff established a full-time position in the Staffing Branch to give more emphasis to this program area. The primary objectives of this position will be to focus on recruitment and employment, retention and advancement, facility access and reasonable accommodation, and education and awareness.

A Washington Office Task Force was convened in August 1991 to develop action items that would become part of the fiscal year 1992 Affirmative Action Plan for Individuals with Disabilities.

While we continue to make progress at increasing the population of individuals with disabilities in the work force—i.e., 0.86 percent for fiscal year 1990 vs. 0.89 percent for fiscal year 1991 for targeted disabilities and 4.35 percent for fiscal year 1990 vs. 4.50 percent for fiscal year 1991 for all disabilities—we still fall short of meeting the Government-wide average of 1.14 percent. Our fiscal year 1992 Service-wide goal is to reach the 1.14 percent Government-wide average.

To help us meet this goal, we initiated a request, through the Department to the Office of Management and Budget, for a 1-year ceiling exemption status for new appointments for individuals with disabilities, including 30 percent disabled veterans. The U.S. Department of Agriculture (USDA) was the first Government agency to receive such an exemption, which provides us with the opportunity to increase our representation of individuals with disabilities in the work force. The recent Cooperative Education Agreement between Gallaudet University and the Forest Service is also a part of our effort.

Other initiatives include:

- Operation Enable: Designed to attract and retain qualified persons with disabilities. The Forest Service is one of six agencies to sponsor candidate.
- Member of USDA Task Force to Develop Awareness Training Module on Individuals with Disabilities.
- Member of USDA Task Force for Establishing Accessibility Computer Resource Center.
- Establishment of Washington Office Access Steering Committee.

## **National Task Force on Work Force Diversity**

A National Task Force on Work Force Diversity was chartered in April 1990 by the Chief and Staff. The task force, led by Lamar Beasley, was composed of representatives from throughout the Service. The group was asked to help the agency reach its goal of having a work force in 1995 and beyond that reflects the diversity in the national civilian labor force. The task force recommended that the Forest Service transform itself into an employer of choice and recommended four major elements in this strategy: convert the Forest Service into a multicultural organization; adopt a participatory approach to supervision and leadership throughout the Forest Service; pursue objectives urgently; and use a marketing approach for program design and execution.

A copy of the task force report, "Toward A Multicultural Organization," was distributed to each employee. Many units have held discussions about the report's strategies and goals; the dialogue about what it means to be a multicultural organization will continue as small groups "struggle" with these new ideas.

## **Service-wide Civil Rights Committee**

The Service-wide Civil Rights Committee met twice in 1991—in Reno, Nevada, in January, and in San Diego, California, in July. The committee identified several Service-wide issues and submitted recommendations to the Chief for resolving those problems. Exhibit C describes issues identified by the committee and the Chief's responses to the recommendations. Appropriate Washington Office staffs and field line officers were directed to implement those approved actions within their areas of responsibility and delegated authority.

## **Women's Equality Day Awards**

The Women's Action Task Force, a volunteer group of women in the Department of Agriculture, presented Women's Equality Day Awards and gave out several scholarships on August 22, 1991, in Washington, DC. A ceremony was held to commemorate the signing of the 19th Amendment to the U.S. Constitution, which gave women the right to vote. Bonnie Whalen, Program Analyst, Humboldt National Forest, Region 4, received an award for her involvement with professional organizations and programs that directly affect the recruitment, hiring, training, and advancement of women in the Federal Government.

In addition to awards, six educational scholarships were presented. The scholarships ranged from \$150 to \$450. Randall S. Osterhuber, Hydrologic Technician, Pacific Southwest, received a \$200 scholarship award.

## **Historically Black Colleges and Universities Program**

This program provides a focal point for the expansion of Forest Service relationships with Historically Black Colleges and Universities (HBCU's), especially the 1890 Land Grant Colleges and Universities (1890 LGCU's). The HBCU's Program Manager, Washington Office Personnel and Civil Rights Staff, Civil Rights Branch, has the primary responsibility for providing leadership and advice on national programs and activities affecting HBCU's and the Forest Service.

## **1991 Program Accomplishments**

The three specific key results areas are as follows:

### **Black College and University Comprehensive Program (BCUCP)**

BCUCP is designed to increase the involvement of black colleges and universities in Forest Service activities. The primary objective is to use the human resources of black colleges and universities to enhance Forest Service activities. This program focuses on increasing the understanding of Forest Service programs in black colleges and universities by opening communication channels, increasing HBCU and 1890 LGCU participation in research and other activities, and providing temporary employment for HBCU and 1890 LGCU faculty and students at all Forest Service locations. For fiscal year 1991, the following joint efforts were initiated:

- (1) Washington Office Environmental Coordination: Programs and Legislation sponsored a faculty/student training and exchange partnership with the Department of Community Planning and Urban Studies, Alabama A&M University.
- (2) Washington Office Timber Management Research: Research sponsored cooperative research efforts with Howard University faculty and students regarding the study of woody plant tissue culture and forest biotechnology.
- (3) Washington Office Computer Sciences and Telecommunications: Administration sponsored a workshop attended by HBCU faculty on the educational challenges related to geographic information systems (GIS) and to foster the future education of HBCU students in GIS. The potential HBCU's are Dillard, Alabama A&M, and Jackson State Universities.
- (4) Region 2 sponsored an orientation tour for HBCU officials to the National Forests in the Rocky Mountain Region.
- (5) Region 9 sponsored a program to develop and strengthen the capabilities of HBCU's in forest biology. The potential colleges/universities are Lincoln University, Delaware State College,

Howard University, University of the District of Columbia, Virginia State University and University of Maryland, Eastern Shore.

- (6) North Central Forest Experiment Station sponsored a cooperative research effort with Alabama A&M University faculty and students regarding the study of physical and economic feasibility of using various thinning patterns to stimulate the growth of desirable trees and promote the development of high quality hardwood stands.
- (7) Northeastern Forest Experiment Station/Northeastern Area sponsored two projects:
- A research study in cooperation with Selma University on the effect of heavy metals and acidity on mycorrhizal fungi and the host loblolly pine. Training and employment opportunities will be provided to students and faculty at Selma University.
  - A cooperative research effort with Alabama A&M University faculty and students regarding the study of relative stand density for Tennessee Valley hardwoods.
- (8) Pacific Southwest Forest and Range Experiment Station sponsored a cooperative research effort with Alabama A&M University faculty and students regarding the study of relationship of genetic and environmental effects on root morphology of selected trees for urban forestry purposes.
- (9) Rocky Mountain Forest Experiment Station sponsored a cooperative research effort with Howard University faculty and students regarding global change effects on high elevation ecosystems.
- (10) Southeastern Forest Experiment Station sponsored two projects:
- A cooperative research effort with Shaw University faculty and students regarding the study of population genetics structure of forest insects and trees in the south.
  - A cooperative research effort with Tuskegee University faculty and students regarding the study of interactive effects of enriched carbon dioxide and temperature on growth and physiology of trees under controlled environmental conditions.

(11) Southern Forest Experiment Station sponsored four projects:

- A cooperative research effort with Rust College faculty and students regarding the study of seedling physiological and growth characteristics with environmental variables in Forest Service nurseries.
- A cooperative research effort with Tuskegee University faculty and students regarding the development of computer-based instrumentation systems for measuring and recording timber harvesting machine functions.
- A cooperative effort with Tuskegee University students and Region 8 in forestry education opportunities.
- A cooperative research conference, meeting, or symposium with Fort Valley State College and Langston, Prairie View A&M, Florida A&M, and Tuskegee Universities faculty, students, and other cooperators regarding the use of goats for vegetation management.

(12) Forest Products Laboratory sponsored a faculty enrichment program targeted for Oakwood College and Alcorn and Xavier Universities.

#### **HBCU Student Summer Employment Program (HBCU SSEP)**

The HBCU SSEP is designed to expose HBCU students to Forest Service operations through summer employment. For fiscal year 1991, all HBCU's not covered by the USDA 1890 Task Force Summer Intern Program were included. While national in scope, the Regional Office Civil Rights staff in Atlanta has the day-to-day operational responsibility, and the Washington Office HBCU's Program Manager provides policy and direction assistance. Using a requisition process to identify summer positions, each participating Forest Service unit has specific responsibilities and roles within the program operating procedures.

#### **Tuskegee University Forest Resources Program**

The Forest Service and Tuskegee University have a cooperative agreement to achieve four objectives:

- (1) Inform black high school students, counselors, and teachers of career options in forestry.
- (2) Diversify a 2-year curriculum that orients, educates, and assists students in selecting forestry careers.

- (3) Provide financial support (Forest Resources Council Scholarships) to qualified students.
- (4) Develop cooperative agreements with forestry schools that grant Bachelor of Science degrees to facilitate Tuskegee students' transfers to major colleges and universities following the completion of prerequisite courses.

The program is designed to offer basic classes that are compatible with those at other forestry schools. Generally, an average of 4 years is required, 2 at Tuskegee and 2 at another university of the student's choice. Tuskegee University has a working relationship with a number of forestry colleges and universities. This program is also national in scope, with the Regional Office Civil Rights staff in Atlanta having the day-to-day operational responsibility and the Washington Office HBCU's Program Manager providing policy and directions.

#### **Responsibilities**

The responsibilities of the HBCU's Program Manager include the following:

- (1) Coordinating national policies and strategies for strengthening the capacities of HBCU's as related to Forest Service programs.
- (2) Facilitating the establishment, as appropriate, of initiatives for increased participation of HBCU's in Forest Service programs.
- (3) Monitoring program operations to ensure that HBCU's are given an equal opportunity to participate in grants, contracts, and cooperative agreements.
- (4) Reviewing Forest Service regulations to ensure participation by HBCU's and increase the benefits received by or from HBCU's.
- (5) Serving as the focal point for continuing consultation with HBCU representatives and national organizations concerned with issues affecting the HBCU's.
- (6) Preparing national reports required by the USDA and other Federal agencies in accordance with Executive Order 12677 and other Federal laws and regulations.
- (7) Monitoring the implementation of these efforts within the Forest Service.

<b>Program Authorities</b>	Executive Order 12677, issued April 28, 1989, and USDA Departmental Regulation Number 1390-1, issued by the Secretary to USDA Heads of Agencies, dated January 15, 1985, established Federal and USDA policy to provide assistance, technical and financial, to strengthen the capacity of HBCU's to provide quality education and to overcome the effects of discriminatory treatment.
<b>Definitions</b>	<b>Historically Black Colleges and Universities:</b> Those colleges and universities so designated by USDA Departmental Regulation Number 1390-1. A copy of the current listing is attached as Exhibit B.
<b>Title VI/Section 504</b>	<p>The Title VI Program, program receiving Federal financial assistance, and Section 504, accessibility for persons with disabilities, are now located in the Washington Office Civil Rights Office, and the Civil Rights staff is responsible for assuring compliance to equal opportunity laws and regulations in regard to participation in Forest Service programs and activities. Within the past two years, the programs have become more visible. The Fiscal Year 1990 Civil Rights Implementation Plan, a requirement of the Department of Justice, was cited by that Department as one of the best. The fiscal year 1991-1992 plan met all requirements for approval by the Office of Advocacy and Enterprise (OAE). It was announced by Department of Justice and OAE that the Forest Service plans are being used as models for others.</p> <p>Because of the visibility of these programs, we felt that a national meeting was timely and very much needed. A Title VI/Section 504 Training Workshop was held in October 1991 in Daytona Beach, Florida, the first one since 1979. Those in attendance included representatives from Lands, Recreation, Engineering, Fiscal and Public Safety, Human Resources Program, Procurement and Property staffs, and Civil Rights Directors.</p> <p>The workshop equipped the people who have the responsibility for Title VI/Section 504 with the knowledge and information they will need to effectively carry out the program functions. Those in attendance showed a sense of excitement and anticipation as we look forward to effectively carrying out the requirements of these programs within the agency.</p> <p>Since that meeting, we are working closely with the various staffs (Recreation, Staffing, Lands, and Engineering) on making their programs work better by understanding the process of the Title VI/Section 504 programs.</p>

# Washington Office

## Programs and Legislation

### Resources Planning Act Staff

**Felicia Lockhart**, a GS-9 Computer Programmer Analyst in the Washington Office Cooperative Forestry Unit, has been with the Forest Service 8 years and, until recently, a member of the Resources Planning Act (RPA) staff for the duration. She began her career with the Agency as a GS-1 Clerk-Trainee in the Cooperative Education Program while a senior in high school and, after graduation, was kept on as a full-time summer employee. When that appointment ended in September 1983, she was hired as a GS-2 Clerk-Typist. In just 6 months, she was upgraded to a GS-3 Clerk-Typist in the same unit and, 6 months after that, upgraded to a GS-4.

A year later she was promoted to a GS-5/6 Management Assistant. Her responsibilities in that position consisted of providing special project support to a group of 12 professionals and 3 administrative/technical employees and managing production activities and technical support for the 1989 RPA Assessment and 7 related technical documents. These documents were produced by integrating a variety of computer systems and software packages.

While a Management Assistant, Felicia realized that she wanted to pursue a computer career and began taking computer training courses through the USDA Graduate School. After promotion to a GS-7 Computer Systems Analyst, she provided technical support for the development and analysis of RPA data through extensive use of computer driven software and graphics, prepared high quality graphics for inclusion in RPA documents and briefing packages, and put the 1990 RPA Program document into final publication form using desktop publishing (Office Publisher). In August 1990, Felicia accepted a GS-9 Computer Programmer Analyst position in the Cooperative Forestry staff.

Felicia says she is grateful for all the opportunities she has been afforded and thanks the "great" supervisors, who believe in her abilities. She looks forward to continuing her Forest Service career in computer technology. From the RPA perspective, Felicia is a highly productive individual, who played a valuable role in generating an RPA Assessment and two RPA programs as well as many other important products. We miss her!

## National Forest System

### Engineering

**Brenda Joyce Holland**, GS-12 Writer/Editor, has had a 26-year career with the Forest Service. Brenda manages the Publications and Drafting Departments at the Missoula Technology and Development Center (MTDC) in Missoula, Montana. Brenda earned a Bachelor of Arts degree in history and English from the University of Montana. She worked as a training and service representative for the Mountain States Telephone and Telegraph Company and taught secondary history and English before coming to the Forest Service.

Her first Forest Service job was at the Northern Forest Fire Laboratory as a GS-3 Clerk-Typist. She soon specialized in writing and editing and transferred to MTDC in 1977. In 1987 she completed her M.E. in school administration with a specialty in personnel management. Brenda serves as Support Leader for MTDC and is responsible for writing, editing, distribution, layout, and drafting. She supervises a staff of seven and manages a number of contracts in addition to her administrative duties.

**MaryAlice Stoner**, GS-12 Forester, is the Recreation Project Leader at Missoula Technology and Development Center (MTDC). A native of Wisconsin, Stoner attended Wisconsin State University-Stevens Point and Michigan State University. At Michigan State she earned her Master of Science degree in park and recreation resources and a Bachelor of Science degree in geography. She began her Forest Service career in 1970 as a Forestry Technician with the Wilderness Research Unit of the Intermountain Forest and Range Experiment

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*Brenda Joyce Holland/MaryAlice Stoner*

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Research Unit of the Intermountain Forest and Range Experiment Station in Missoula, Montana. Her experience has included positions with the Forest Service as a Wilderness Ranger, an Animal Packer, and a Cartographic Technician.

From 1977 to 1987, she was employed by the Bureau of Land Management (BLM) in Butte, Montana, as an Outdoor Recreation Planner where she worked on wilderness and recreation issues, as well as planning, oil and gas lease assessments, lands issues, mining issues, and fire assignments. In 1987 she transferred to the BLM's Montana State Office as the State Safety Manager for BLM in Montana, North Dakota, and South Dakota, a position she held until transferring to the Forest Service.

The past year has been one of challenge for Engineering. Statistically, there will be a shortage of engineers in the next 5 to 10 years. To meet this challenge, the staff has entered into a participating agreement with the National Technology Student Association (TSA), with the objective of interacting with middle and high school youth to inspire their interest in technical careers and introduce the Forest Service as their employer of choice. TSA has a strong program through the southern states: Alabama has 41 chapters; Georgia, 104; Kentucky, 81; Louisiana, 24; Mississippi, 95; North Carolina, 36; Oklahoma, 131; Texas, 217; and Virginia, 221. This enables us to reach a large segment of minority students. In June, we sponsored a bridge building competition at the National Conference in Tulsa, Oklahoma, which enabled us to personally interact with over 1,700 students, at least 70 percent of which were females, minorities, or both. To assist the regions in their recruitment, a video, "Engineering in a National Forest Environment," has been developed, which emphasizes work force and workplace diversity in the Forest Service.

**Mae Varley** is the first interpreter hired by the Forest Service for the hearing impaired. She reported for duty at the Geometronics Service Center (GSC). GSC is a detached unit of the Washington Office Engineering staff, devoted to Forest Services mapping. It is located in Salt Lake City, Utah, and employs approximately 110 cartographers, technicians, and support personnel, 6 of whom are hearing impaired.

Mae was previously employed with the Utah Association for the Deaf and the Utah Community Center for the Deaf. She currently spends about one-half to three-fourths of her time interpreting, and the remaining time is spent developing cartographic skills. All the employees at GSC are excited about the opportunity for improved communication and training that Mae provides, and Mae loves working for the Forest Services and is excited by the challenge of learning cartographic drafting skills.



*Mae Varley*

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#### **Land Management Planning**

The Washington Office—Land Management Planning detached unit at Fort Collins, Colorado, conducted introductory seminars on IMPLAN, a microcomputer-based system for regional economic analysis, at eleven 1890 and HBCU's in the Southeast. The 4-hour seminars at each institution were conducted by Eric Siverts, Greg Alward, Aurelia Harris, and Carter Catlin of the Fort Collins staff along with Richard Greenhalgh, Clair Redmond, Bennett Foster, and Paul Arndt from Region 8 at Atlanta. Bill Edmondson from the Economic Research Service at Washington, DC, also provided assistance in the seminars.

The seminars, held at Alabama A&M State University, Alcorn State University (Mississippi), University of Arkansas at Pine Bluff, Florida A&M University, Fort Valley State College (Georgia), Kentucky State University, Lincoln University (Missouri), Southern University (Louisiana), Tennessee State University, Texas Southern University, and Tuskegee University (Alabama), attracted 150 faculty and staff. These participants have expressed a desire to strengthen their research and teaching skills with a better understanding of IMPLAN by participating in 4-day intensive training sessions which will begin in fiscal year 1992. The IMPLAN technology transfer program and seminars are continuing this fall with introductory visits scheduled

for Langston University (Oklahoma), North Carolina A&T State University, Delaware State University, Prairie View A&M University (Texas), and University of Maryland, Eastern Shore.

## Range Management

### Summer Camp for Native American Students

The Washington Office Range Management staff initiated an arrangement, through the Rocky Mountain Forest and Range Experiment Station in cooperation with Colorado State University (CSU), to sponsor a Natural Resource Summer Camp for Native American students enrolled in tribal colleges. The primary objective was to ignite the interest of Native Americans in careers dealing with natural resource management. Funding was provided by the Washington Office Range Management program. Cooperative efforts from the Native American Educational Liaison Office in Rapid City, South Dakota, and CSU Range Department engineered the planning effort which was critical to the camp's effectiveness.

Students received 2 hours of college credit and a first hand look at the components of natural resource management and career options. In addition, the format afforded the opportunity for information exchange among students from a broad cross section of reservations, which expanded the classroom experience for both participant and teacher. This pilot effort by the Forest Service to captivate the interest of Native American students clearly demonstrates the commitment to achieving a multicultural workplace.

## State and Private Forestry

### Cooperative Forestry

Cooperative Forestry and Southern University have been working to establish a 4-year baccalaureate degree program in plant science with an option in urban forestry. The main focus of the program was to produce qualified minorities to work in the fields of arboriculture and urban and community forestry.

Most existing educational programs in urban forestry are concentrated in the northern, northeastern, and midwestern regions of the United States. None of the 17 HBCU's have a 4-year degree program in urban forestry. On April 23, Region 8, through Cooperative Forestry, funded a matching grant of \$130,000 to initiate program development at Southern University, Baton Rouge, Louisiana.

A partnership between the International Society of Arboriculture, Forest Service, Human Resources Job Corps Program, Cooperative Forestry, and Department of Labor was established to develop tree care training for minorities in urban areas. Training efforts will

focus on under-represented minorities and women as entry level climbers and ground support staff for municipal and commercial utility tree care companies and departments. The training will take place at the Golconoa Job Corps Center in Illinois and will take 6 months to a year to complete. A skills and competency test will be required for participants to earn a certificate or diploma.

Cooperative Forestry, Texas Division of Forestry, the National Council, and La Raza (the largest Hispanic organization) established a new partnership to help promote urban forestry and environmental awareness in the Hispanic community. The "America the Beautiful" Tree Planting Initiative was launched by a joint tree planting at Sam Houston Park in Houston, Texas, as part of the 1991 La Raza National Convention.

## Research

Research can create visibility for the Forest Service by working in conjunction with equal employment and outreach programs, while building a culturally diverse work force. During the past year, Research sponsored a math and science camp for Native Americans and participated in Public Science Day.

Research (Washington Office/Intermountain/Rocky Mountain), R-3 (Lincoln NF), New Mexico Agriculture Statistics (USDA), and New Mexico State University (Indian Resource Development) sponsored a Minority Youth and Outreach Program for Native Americans. This was a math and science camp for 30 ninth grade students from various Indian tribes in New Mexico. Each student required a recommendation from their high school science teacher and a minimum 3.0 grade point average.

The purpose of the program was to provide Native American students with:

- (1) Exposure to opportunities and careers in the natural resource field.
- (2) Hands-on experience with a variety of natural resource positions within the Forest Service and the Agriculture Statistics Service.

The camp was held at New Mexico State University, Las Cruces. The curriculum included discussions on global warming, recycling, water quality, watershed, fire management, archaeology, wilderness management and research, recreation, forest health, and statistics. The instructors were from Rocky Mountain Station, Forest Products Laboratory, Intermountain Research Station, Region 3, and USDA/Agriculture Statistics Service. The students made a field trip to White Sands Monument, where they visited the Space Hall of Fame

and the Sunspot National Solar Observatory. They also developed a closing program for family and friends that consisted of a puppet show on the activities and events of the past two weeks, a video detailing these events, and a graduation ceremony.

Research established a Deputy Chief's Award for Work Force Diversity. The purpose of the award is to recognize stations, Washington Office Research staffs, groups, or individuals in Forest Service Research, who have made significant contributions toward achieving a diverse work force.

Up to five awards will be presented each year, which will recognize achievements in recruitment, retention, outreach, accommodations and accessibility, and program delivery. As appropriate, award recipients may be asked to serve as advisors or speakers for management meetings, training sessions, or other events. The objective is to share their expertise, insight, and perspectives so their ideas and attitudes will become models for achieving work force diversity. Each nomination should explain approaches that are unique; however, the emphasis of the nomination should be on achievements. Nominations are expected to reflect exceptional accomplishment.

The awards will be in the form of grants of \$8,000 to the Station, Washington Office Research Staff, or group, or \$3,000 to an individual, which is to be used to further enhance any activity or purpose that benefits employees as a whole or furthers unit accomplishments of work force diversity. The money is to be used for official purposes, such as travel to career fairs, training for recruitment purposes, career planning, career counseling, and training in managing a diverse work force.

#### **Forest Environment Research**

Forest Environment Research (FER) in the Washington Office served as mentor for Ms. Pamela Yeh, a high school student from Los Angeles, California. Ms. Yeh was participating in the Research Science Institute (RSI), a program offered by the Center for Excellence in Education that targets academically talented students in math and science. The goal of RSI is to identify research internships in the Washington, DC, area, with the students developing a topic, doing the research, and preparing a paper and an oral report.

With Dr. Ann Bartuska of the FER staff, Ms. Yeh studied "The Effect of Introduced Pests and Diseases on the Bio-Diversity of the Mid-Atlantic Forests." Her efforts included hands-on laboratory and field experience at the National Park Service's Center for Urban Ecology, a field trip to study gypsy moths in West Virginia, and extensive studying of literature and resource materials. Before this experience, Ms. Yeh had never visited a National Forest and knew very little about forest ecosystems. Now, she plans to volunteer and eventually seek summer employment with the research lab in Riverside, California.

## **Forest Inventory, Economics, and Recreation Research Staff**

(FIERR), in conjunction with several Inventory, Economics, and Recreation Units, presented a display of Women and Minorities in FIERR. The display, prepared by Syble Kincannon and Ed Dickerhoof of the FIERR staff, is a good example of high quality, skilled employees working in diverse positions throughout the Forest Service.

The challenges and opportunities for women and minorities in today's Forest Service are endless. Some of the opportunities available to them in FIERR include positions in forestry, cartography, inventory, recreation research, and rural development research.

Also featured this year was display showing genetic modification of sweet gum trees at Alabama A&M University. The seedlings will be planted at the university to evaluate characteristics for plantings in urban settings. Stacy and Tracy Woodson, undergraduate horticulture majors, have been working on the project. Both Stacy and Tracy are potential future Forest Service scientists.

## **Forest Inventory Analysis**

One of the goals of Forest Service Research is by 1995 to become a Forest Service work force that mirrors the civilian labor force in terms of women, minorities, and people with physical disabilities. To be competitive in a business sense, the Forest Service must become a multicultural organization. This type of work force will increase productivity and quality of service. In fiscal year 1991, over



*Stacy and Tracy Woodson*

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become a multicultural organization. This type of work force will increase productivity and quality of service. In fiscal year 1991, over 37 percent of the Forest Inventory Analysis (FIA) work force at the Southeastern Station was women and minorities. These individuals perform a variety of important tasks and are an integral part of the FIA unit.

One of the major ways the FIA project plans to achieve a diversified work force is through its Mainstream program. Mainstream is a program to identify, employ, and develop persons from under-represented classes (minorities, physically challenged, and females) for careers with the Forest Service. Graduating high school seniors apply for the program and, if selected, begin field work in the FIA field unit. This is followed by alternate periods of academic pursuit of an associate degree in forestry and further field work. Upon completion of the associate degree the participant will have the opportunity to enroll in the Forest Operations program at Alabama A&M University or another HBCU in pursuit of a Bachelor of Science degree. As soon as feasible, following successful completion of the associate degree, FIA will attempt to convert the participant to career status.

FIA will continue to modify the program to maximize its potential. This and other innovative programs are essential if we are to achieve a multicultural work force. Currently FIA has four participants in the program: two black males, one Native American, and one female. They include:

**Hugh Miles**, who served as a timber cruiser in a two-person field crew, collecting tree diameters and heights, running compass lines, and identifying tree species.

**Venessa Duncan**, who has a degree in law enforcement and would like to be a Crime Scene Technician.

**Brandy Messer**, who will be provided with intermittent school and work periods. This summer, she served as a timber cruiser, collecting tree diameters and heights, running compass lines, and identifying tree species. In September, she will start her course work at Haywood Tech.



*Hughes Miles*

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*Venessa Duncan*

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*Brandy Messer*

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#### **Forest Pest Management Staff**

During fiscal year 1991, Forest Pest Management Staff continued to actively seek opportunities to hire, train, and promote talented individuals.

**Dr. Velma Charles-Shannon** came to the Forest Service from the California Department of Food and Agriculture, where she was employed as a toxicologist (specialist) with the Medical Toxicology Branch. She received her undergraduate training in biology from Spelman College in Atlanta, earned a Master's degree in zoology from Atlanta University, and received her Doctoral degree in behavioral toxicology from Iowa State University. In her position with the Forest Service, Forest Pest Management staff, Dr. Charles-Shannon is responsible for overseeing the development of background documents and human health risk assessments for pesticides used in forest resource management.

**Ms. Sheri Catron** was hired under the USDA Summer Intern Program. She is a pre-veterinary student from Tennessee State University with an interest in large mammals. During her tenure with Forest Pest Management, she assisted in organizing files maintained to support risk assessments and Forest Service pesticide-use activities.



*Dr. Velma Charles-Shannon*

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## **Administration**

### **Fiscal and Public Safety      Personnel, Recruitment, Outreach Staff**

During fiscal year 1991, the Fiscal and Public Safety (F&PS) staff continued to implement a reorganization of the staff that began in fiscal year 1990. Specific outreach efforts were made for all vacancies to ensure a diverse group of highly qualified applicants were available. The positions were advertised at two-grade intervals to reach all potential candidates, and the Washington Office Network, the Forest Service Women's Network, and other sources were used to disseminate our vacancy information.

As a result of these proactive recruiting efforts, 12 professional selections have been made, including 6 minorities (African-American, Hispanic, and Indian) and 6 women. F&PS is happy to welcome the following staff members:

Jannelle Starks, Chief, Travel Section, Accounting Operations Branch  
Diana Smith, Claims Manager, Fiscal Management Branch  
Judith J. Dudley, Branch Chief, Computer Systems Branch  
Carolyn Kirkpatrick, Accountant, Accounting Operations Branch  
Gail McCray, Operating Accountant, Accounting Operations Branch  
Cathy Beaty, Branch Chief, Audit and Evaluation Branch  
Naomi Charboneau, Law Enforcement Specialist, Law Enforcement Branch  
Allen Trujillo, Assistant Director, Law Enforcement Branch  
Elsie Kelly, Computer Specialist, Computer Systems Branch  
Karen Young, Systems Accountant, NFC Systems Coordination  
James Mobley, Systems Accountant, Accounting Systems Branch  
Helen Allasia, Fiscal Specialist, Fiscal Management Branch

F&PS outreach efforts were also enhanced by the participation of Jannelle Starks as an Exhibitor at several national minority conferences this year, including the Conference of Black Mayors, Urban League, and the Congressional Black Caucus.

### **Cooperative Education Program**

In addition, Winnia Reynolds, Accountant, Accounting Operations Branch, was selected to participate in the Office of Personnel Management's (OPM) Fiscal Year 1991 Women's Executive Leadership (WEL) Program. This program provides managerial training and development opportunities over a 1-year period.

One cooperative education (co-op) position was filled by Altonia (Toni) Crenshaw, a minority female, who is an accounting major at Alabama A&M University. This summer, Toni, working with the Audit and Evaluation Branch, had an opportunity to rotate work assignments with several of the branches within F&PS. Toni's tour also included participation on a review team to Region 9 (Ranger Districts, Supervisor's Offices, and the Regional Office). A second co-op position will be filled in the Accounting Services Office during fiscal year 1992.

### **Service-wide Civil Rights Committee**

Alabama A&M University was also the site of a meeting of the Washington Office, Region 8, and the Southern and Southeastern Stations. Linda Washington represented F&PS at the meeting which addressed planning for the summer program, selection of co-op students, and preparation of units to receive students.

During fiscal year 1991, F&PS provided two briefings to the Service-wide Civil Rights Committee. Darold D. Foxworthy, Director, provided information on the agency's law enforcement program in response to the committee's request for specific information on program operations. The Law Enforcement Training Branch has been directed to include a block of civil rights and diversity instruction to students enrolled in the Land Management Law Enforcement Program to insure that all Special Agents and Law Enforcement Officers have received the current generation of civil rights training and awareness.

In addition, Linda Washington reported on the progress of the Forest Service Dependent Care Task Force, which was convened to draft a Service-wide policy which includes child care, elder care, and employee disability. The task force also presented this information to the Chief and Staff.

### **Procurement and Property Staff**

The staff's significant efforts to promote and coordinate nominations for the USDA Office of Small and Disadvantaged Business Utilization (OSDBU) Special Achievement Awards produced a number of nominations of outstanding employees and contractors for their work and accomplishments in the area of developing minority and women-owned businesses. From these nominations, Triple M Contracting, a minority-owned construction firm from Region 2, was selected as the Forest Service's Minority Contractor of the Year. Cliff Paradise and Gary Howard, from Region 1, were selected to receive Special Achievement Awards for their work to develop business entities of the Blackfeet Tribe in Montana.

# **Northern Region**

## **Region 1 Regional Office**

### **Aviation and Fire Management**

#### **Recruitment**

A symposium for Native American youth entitled, "Native Americans and Natural Resources—Career Visions," was cosponsored by Aviation and Fire Management (A&FM) with the Intermountain Research Station, the University of Montana, and the Salish Kootenai College. Native American youth were exposed to career and educational opportunities for 3 days with the goal of attracting them into careers in natural resources.

Hispanic recruitment was highlighted by participation in the New Mexico State University Career Day and several Interagency Fire Meetings in Region 3. This effort, coupled with Native American and female recruitment, resulted in 43 percent of Region 1's rookie smokejumpers being women and minorities.

#### **Placement**

A stellar placement for A&FM was the employment of Cliff NaVeaux as a new Airplane Pilot. Cliff has an impressive background in fire suppression and aviation. Being physically challenged as a right leg amputee has not hampered Cliff's drive for achievements.

## **Personnel Management**

### **Treaties Workshop**

In Clarkston, Washington, The Northern Region cosponsored a Tri-Region (1, 4, 6) Treaties Workshop with the Nez Percé Tribe of Idaho. The theme was "Preparation for a Partnership—A Forum for Co-Management of Natural Resources."

The workshop objectives were:

- (1) Understanding and interpreting treaty rights
- (2) Understanding of cultural values in developing management strategies
- (3) Combining of cultures for co-management

The workshop began with a welcome from Charles "Pete" Hayes, Chairman of the Nez Percé Tribe. He began by saying, "We were placed here many years ago by our Creator as custodians of the land. The Forest Service has the charge to protect that same land that our Creator charged us with. I say this because the Forest Service is the one agency that is closely aligned with our traditions, our cultures, and our philosophies. So, it will be a great day here today and tomorrow as we look over the treaties that were signed over a 100 years ago that are still in effect and are still being honored by the U.S. Government."

John Hughes, Deputy Regional Forester, followed by stating, "One of the objectives here the next couple days is to really understand one another. If we don't meet, if we don't talk, we will not ever understand each other. For the 10 National Forests represented here this week, our forests' plans will never be complete unless we realize that the Nez Percé Tribe's treaty rights are a part of the plans. Now, I would like to read you a quote from Chief Seattle's speech, 'This we know, the Earth does not belong to man, man belongs to the Earth. All things are connected like the blood that unites us all. Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself.' In closing, John Hughes read the National Indian Policy of the Forest Service.

Panel discussions filled out the agenda for the 2 days. They included a panel on treaty rights and tribal sovereignty, a forestry panel with agency and tribal foresters, an employment panel with agency and tribal employees, and cultural resource, water resource, fisheries, and wildlife panels.

One of the highlights on the evening of April 30th was a traditional dinner held at the Pi-Nee-Waus Community Building at Lapwai, Idaho. The meal was provided by the Long House Committee of the Nez Percé Tribe.

#### **Montana Inter-Tribal Youth Practicum**

The Montana Inter-Tribal Youth Practicum was cosponsored this year by the Blackfeet Tribe with the Regional Office and the Lewis and Clark National Forest. This year there were 90 students from 7 reservations in Montana and 5 students from the Warm Springs Tribe of Oregon. Fritz Miller, Natural Resource Manager for the Warm Springs Tribe, accompanied the five students. In the process, she gained personal knowledge about the Montana practicum and will use that knowledge to develop a similar event in Oregon. The Montana and Wyoming Tribal Chairman's Association joined with the youth in celebrating the practicum and coincidentally held their monthly business meeting in nearby Browning. The weeklong event once again was a great success and formally ended with a feast and 1-day powwow.

## Public Affairs Office

### TDD Service for the Hearing or Speech Impaired

The Northern Region Public Affairs Office now provides better information access for individuals with hearing or speech impairments.

Dale J. Dufour, the Public Affairs Office's Current Information/Audiovisual Group Leader, worked this year with Kathy Allen, Management Systems, to arrange for installing a Telecommunication Device for the Deaf (TDD) in the regional headquarter's information-receptionist office.

Before the TDD was available, those with speech or hearing impairments had to write letters or rely on friends to place telephone calls to secure information from Forest Service offices. With TDD, speech or hearing impaired callers can communicate instantly and directly with the Northern Region headquarters. TDD computer keyboards and screens permit quick exchange of messages and information.

The TDD number (commercial: 406/329-3510; Federal Telecommunications System (FTS) 585-3510) provides access for information about National Forest recreation, fire conditions, restrictions, road closures, ordering maps and other Forest Service materials, contacting Forest Service employees, securing contract information, and other information available to the public.



*Kathy Allen Demonstrates Use of the TDD*

The new TDD number is listed in the 60-page General Service Administration's "U.S. Government TDD Directory." Through the nationwide Federal Information Relay Service, this new TDD number provides information and service to callers throughout the Nation.

Region 1's new TDD eliminates a telephone hurdle. It is a new information access for those with speech or hearing impairments.

**Nez Percé Tribal  
Leaders Return to Lolo  
Pass**

For more than 4 months, Laird A. Robinson, group leader, Kimberly B. Mitchell, and Kimberly D. Delgado of the Public Affairs Office Special Projects staff provided leadership, coordination, and logistics in planning and preparing for the dedication of the Nez Percé (Nee-Me-Poo) National Historical Trail at Lolo Pass on July 19—20, 1991. The dedication marked the completion of the Nez Percé National Historic Trail Comprehensive Plan, and it was a highlight of the Forest Service's Centennial Celebration. The dedication was a historic event, because it brought together the treaty and nontreaty factions of the Nez Percé Tribe at the scenic, historic pass for the first time in 114 years. Descendants of Chief Joseph participated in the dedication ceremony. Under his leadership, 750 nontreaty Nez Percé fought defensively for their lives in 20 battles and skirmishes against several thousand soldiers along the 1,170 mile trail in 1877. Forest Service, National Park Service, and BLM officials; Tribal leaders; and representatives of the States of Idaho, Oregon, and Montana gathered for the ceremony in a meadow where the Nez Percé camped for thousands of years while going to and from the buffalo country in Montana.

Activities included a tepee encampment and powwow with drumming and dancing, a pipe ceremony, story telling, craft displays, and guided interpretive walks. Following the dedication, the 24-member Nez Percé Advisory Council met to organize the nonprofit Nez Percé National Historic Trail Foundation to help agencies and organizations implement the comprehensive plan and assist in fund-raising to finance trail interpretation plans.

**Public Affairs Office  
Videos**

Gene F. Colling, audiovisual production specialist in the Public Affairs Office, produces outstanding video programs, ranging from timber management, oil-gas exploration, and fire management to safety and civil rights. Video programs on civil rights topics play an important role in training and education in the Northern Region National Forests, schools and colleges in the four-state region, clubs, professional groups, and a variety of service and recreational organizations. Programs in the region's video library are available to Forest Service offices and interested organizations without charge.

## **Clearwater National Forest**

### **North Idaho Native American Youth Camp**

The North Idaho Native American Youth Camp, cosponsored by the Clearwater and Idaho Panhandle National Forests, welcomed the Kootenai Tribe and the University of Idaho into this ever-growing partnership. The week-long camp's objectives were to provide Indian youth with an understanding of tribal government, natural resource management, and higher education and career opportunities.

Those in attendance included 36 high school students from the Coeur d'Alene, Colville, Kalispell, Kootenai, Nez Percé, and Spokane Reservations. The Forest Service participation in the camp grew from the commitment to strengthen the relationship with the Indian tribes by expanding resource management activities and educational opportunities.

In addition to special activities such as storytelling, canoeing, and presentations on archaeology and cultural resources given by Forest Service employees and tribal members, the students were assigned to a hypothetical confederated tribe and given a land base of 100,000 acres to manage.

### **Powell Ranger Station's Childcare Association**

Powell Ranger Station's Childcare Association wants you to know: Childcare on the compound is still in operation and still a success!

Our childcare facility began operation in 1986, the year we received the Regional Forester's Civil Rights Award for "the design and successful operation of the first Forest Service sponsored day care program in Region One." Continued operation of the childcare facility has not been easy. A mobile workforce with changing childcare needs and the recruiting and retaining of a long term, quality provider have kept the association busy.

Our solution has been to contract a full-time provider with a guaranteed income seven months per year. For the other five months, we have a part-time provider, who works without a guaranteed fixed income. This solution has worked, because we haven't had any full-time employees working year-round who have needed full-time care, and we've been fortunate to have people living at the station who willingly provide winter childcare service.

Over the years we have had periods of high enrollment, low enrollment, and inadequate provider coverage. Dealing with these problems takes a great commitment from the Childcare Association, the childcare provider, and the Forest Service. The ever-changing nature of childcare at a remote station requires constant attention. This attention has had to come from all parties for Powell Ranger Station's childcare facility to continue working.

**Career Management Day** Approximately 150 employees of the Forest gathered on June 25th for Career Management Day 1991, an event cosponsored by the Clearwater and Nez Percé National Forests. The focus was on "people working together," the basis for a forum at which thoughts and ideas were presented.

Keynote speaker Dr. Janet Mills, Professor of Communication and Public Affairs at Boise State University, delighted the audience with her presentation on gender differences in body language and communication.

In the afternoon, participants broke into 10 discussion groups to share ideas and concerns on five different topics: diversity, mobility, a supervisor's opinion of the qualified applicant, nontraditional roles, and Forest management and the seasonal workforce.

#### **Public Law 94-148**

The Clearwater National Forest was very active in the Public Law 94-148 program this past summer. This program authorizes the Forest Service to enter into agreements with other organizations to implement projects that benefit National Forest programs. The Clearwater entered into agreements with the Nez Percé Tribe, Confederated Salish and Kootenai Tribes, Coeur d'Alene Tribe, Salish Kootenai College, the University of Montana, and the University of Idaho.

The Clearwater hired technicians in Cultural Resources, Fisheries, Wildlife, and Watershed, and data base assistants and a burning crew. These working relationships have, not only given us the opportunity to develop manpower to implement our projects but, given needed and valuable experience to the people we have hired.

**Margaret Gorski** was named District Ranger of the Powell Ranger District on the Clearwater National Forest. Margaret received her Bachelor of Science degree in forest resources—outdoor recreation from the University of Washington and her Master's degree in landscape architecture—environmental planning from University of California-Berkeley. Margaret joined the Forest Service as a Graduate Cooperative Education Intern as a Landscape Architect on the Lassen National Forest in northern California. She then transferred to the Inyo National Forest to become Assistant Recreation Officer and was later promoted to District Recreation Officer at Mammoth Lakes Ranger District.

In July 1991, **Allen Pinkham** became the Tribal Coordinator for the Clearwater National Forest. Allen brings with him a broad background in Indian treaty rights and cultural issues affecting the Nez Percé Tribe.

In 1981 Allen was elected to the Tribal Council, on which he served as councilmember and later Vice-Chairperson. Allen's expertise on Native American fishing and hunting rights vaulted him to the position of Tribal Chairperson for the ensuing five years. He also became Chairperson of the Columbia River Inter-Tribal Fish Commission, which embraces the tribes of the Warm Springs, Nez Percé, Umatilla, and Yakima Native Americans.

Allen's new position with the Forest Service is a giant step forward in bridging tribal communications with a major land management agency. He will service the Clearwater both as a facilitator and a paralegal professional resolving issues, improving working relationships, and coordinating cooperative ventures between the Tribe and the Forest Service.

#### **Custer National Forest**

#### **Little Missouri National Grasslands Sponsors Youth Practicum in Natural Resources and Culture.**

"Congratulations!!!! You have been selected to what we hope will be a very exciting and educational week of Natural Resources and Traditional Culture...." So started the letter that 22 selected Native American students received in the spring of 1991. These students represented five Native American tribes from four North Dakota Indian reservations. These were the Mandan, Hidatsa, and Arikara from the Fort Berthold Indian Reservation; Standing Rock Sioux, Standing Rock Indian Reservation; Chippewa, Turtle Mountain Indian Reservation; and the Metis from the Trenton Indian Service Area. The students were selected by three groups—school administrators, tribal representatives, and personnel from the Bureau of Indian Affairs (BIA)—on the basis of their academic and social qualities.

This first-time event took place on June 17–21, and was organized by Gerard A. Baker, Assistant District Ranger, Little Missouri National Grasslands, Custer National Forest, with strong support from District Ranger Wayne Paintner, Deputy Forest Supervisor Bob Castaneda, and Forest Supervisor Curtis W. Bates. A host of other Forest Service and non-Forest Service personnel gave their time and energy to make this a highly successful program.

The camp was at the Cross Ranch State Park, managed by Mr. Jessie Hanson, and Cross Ranch Nature Conservancy, an area along the Missouri River in Central North Dakota, managed by Mr. Brian Martin. With the assistance of these two gentlemen, the following hypothetical situation was offered to the students:

*The State of North Dakota and the Nature Conservancy have agreed to give portions of the Cross Ranch State Park and Nature Conservancy to the North Dakota Indian tribes. This includes all existing resources, such as the bison herd, campgrounds, and visitor center.*

With the assistance of various professionals, who told them what resources were available in this area, the students wrote a general management plan which was presented to a committee at the end of the week.

The group stayed in nine tepees in the group camp site overlooking the Missouri River. The work actually started June 15th, when Forest Service personnel—Gerard Baker, Lisa O'Rourke, and Merv Floodman—and non-Forest Service personnel—Susan Floodman and Lori and Pat Hammer—started to erect the different sized tepees. After many tries and much home-cooked food from Lori, the camp was ready for the students.

It was a very busy week for the students and the counselors. Wakeup time for counselors Lisa O'Rourke, Realty Specialist; Merv Floodman, Archeologist; Gerard Baker, McKenzie District; Romona Antell, Clerk-Typist, Medora District; and Cheryl Danks, North Dakota Indian Affairs Commission, was 5:00 a.m., and bed time was usually well past 2:30 a.m. The counselors acted as chauffeurs, "time-clocks," and organizers, among other occupations. Without them, this program would not have been possible.

The students experienced many excellent programs, including a field trip given by Merv Floodman, Sheryl Gonzales, Bob Topic, and Carla Thompson. Presentations included "Plant Identification" by Kathy Martin, State Park seasonal; "Native American Traditional Uses of Plants" by Judy Young Bear; "Range Survey and Fire Management" by the BIA staff from Standing Rock Agency, Fort Yates, North Dakota; and "Cultural Demonstrators," by Wade and Cederic Baker and Wayne Fox. Olin and Donna Allen came all the way from Hutchinson, Kansas, to assist in the overall camp and to give a class in economics.

The week was highlighted by many different events, but the most prominent was a night visit to the camp by a storm with winds gusts of up to 50 miles per hour. This necessitated a relocation of one tepee to a small log house nearby. The students gave an excellent presentation at the end of the week to representatives from the Forest Service, National Park Service, North Dakota State Parks, Nature Conservancy, BIA, School Superintendents, and the North Dakota Indian Affairs Commission. Some of the managers from these agencies took notes during the presentations to incorporate some of the plans they heard into their operations.

Generous monetary contributions were made by the Standing Rock Agency and the Turtle Mountain School, Belcourt, North Dakota. The meals were prepared by a Native American owned and operated food concessionaire, from the Fort Berthold Indian Reservation. The Custer National Forest plans to keep this event going and to build the program to include more time, people, and events.

## Flathead National Forest

### Employees Share National Award

Two employees of the Flathead National Forest recently traveled to Washington, DC, where they were honored by the Forest Service and the OSDBU for their efforts on behalf of the OSDBU's program to assist small and disadvantaged businesses. **Cliff Paradise**, a contracting officer for the Forest, and **Gary Howard**, a forestry technician in the Supervisor's Office, were those honored.

In a related action, Cliff represented the Flathead Forest at a luncheon in Billings during which Governor Stan Stephens presented the Federal Agency of the Year award to the Flathead National Forest. The award was made by the Small Business Administration (SBA) for the Forest's exceptional participation in the SBA's program to support small and minority-owned businesses.

Cliff and Gary were chosen as recipients of the OSDBU's Special Achievement Award for their efforts in the past year, which included awarding five contracts to three qualifying firms from the Blackfeet Tribe for tree thinning, location surveying, and campground construction. Additionally, they have worked diligently with the SBA to offer small tree thinning and planting projects to tribal members for developmental purposes. Both award recipients have spent many hours visiting and educating tribal members in bid preparation and contract execution.

Cliff Paradise is a disabled veteran of the Vietnam War with 12 years in the Forest Service. He started with the Anaconda Job Corps Center in 1979 as a guidance counselor, then moved to the Gallatin National Forest, as a business management trainee, where he worked as a budget analyst. In 1985, he became a contracting trainee and, a year later, transferred to a journeyman contracting position on the Siuslaw National Forest in Oregon. He moved to Kalispell in 1989 and is now a journeyman contracting officer on the Flathead National Forest.

Gary Howard also is a Vietnam veteran, serving there in 1969–70. He is a native of the Flathead Valley and attended high school in Whitefish. Upon graduation, he attended Spokane Community College, obtaining a two-year associate degree in industrial engineering in 1968.

Gary began his Forest Service career 12 years ago as an engineering technician in the Supervisor's Office and later worked as a road manager at the Tally Lake Range District. He also has worked as a permit administrator in minerals at the Glacier View District. He currently is a special staff coordinator with the task force in the Supervisor's Office that is specializing in the preparation of National Environmental Policy Act (NEPA) documents for the forest.

Gary is also the Native American Program coordinator for the Flathead National Forest, and it is in that capacity that he worked closely with Cliff to enhance the Forest's participation in the SBA and OSDBU programs.

## **Helena National Forest**

### **Outreach and Recruitment for Fire Suppression Crew**

Washington Office fire severity funding of a type II organized fire suppression crew on the Helena National Forest has provided an excellent opportunity to offer summer employment for up to 40 area young men and women.

Outreach and recruitment focused on the local high schools and garnered over 100 interested individuals. A 1-week paid training session, including classroom and field curriculum in the basics of wildland fire fighting, was provided to 40 participants. Upon completion of this training, crew members were placed on call for fire assignments. Crew members responded to local and off-forest/out-of-area fires, in addition to assisting the district engine crews, Montana DSL helicopter module, and the Forest Interagency Hotshot crew. While not on fire assignment, crew members performed resource management work for district fire, timber, range, recreation, and engineering shops.

While the short term success of the organized crew can be measured in the number of fires responded to and projects completed, it is the long term investment in young people that has the Helena National Forest excited. The organized crew has generated an increased interest in long and short term employment with the Forest Service. Six crew members were hired during the summer to full-time temporary positions on two National Forests, Helena and Gallatin, and the applicant pool for future openings has been greatly increased with experienced, enthusiastic, and hard-working young men and women. Additionally, this summer's employment has provided many college bound crew members with a hands-on look at the Forest Service and resource management.

## **Idaho Panhandle National Forest**

An innovative program to recruit minority students to the Idaho Panhandle National Forest (IPNF) was initiated for the 1991 summer employment season. In past years, the IPNF had submitted student requisitions to the 1890 Summer Intern Program with little success in filling them. With the support of the Regional Office and various functional areas on the Forest, 1991 proved to be a great success. Contractual recruitment agreements were signed with Winston-Salem State University, University of North Carolina, and North Carolina A&T State University (1890 Institutions) and Kentucky State University (a Southern HBCU). Four students from these universities participated in the program—working in Personnel, Budget and Finance, Information Systems, and Contracting—a rewarding experience for both the students and IPNF employees.

## **Kootenai National Forest**

### **Blackfeet Encampment**

The Kootenai National Forest has developed and implemented a successful “PL 94-148 Training Agreement” with the Blackfeet Nation. This agreement has provided many exceptional opportunities for both parties, such as the development of contracting skills in prescribed fire management and a “Blackfeet Encampment and Cultural Exchange” between the Blackfeet Tribe and Kootenai National Forest Employees. Based on this agreement, the Kootenai National Forest provided training for two Blackfeet crews in fuels and fire management throughout the field season.

As part of this agreement, the Blackfeet, in turn, set up a culture camp which was held June 28–29 at Timberlane Campground. To begin the weekend encampment, the Blackfeet set up large tepees at the campground which served as “conference rooms” for seven different workshops. Employees broke into small groups to listen and participate in each workshop with their Blackfeet hosts. The Blackfeet kindly and patiently lead people out of the confines of their culture into the expanded culture of the tribe. After being treated to a traditional Blackfeet meal of venison stew, berry soup, and fry bread, employees were invited to join in the evening’s events of drumming, singing, and dancing. Later, around the late-night campfire, legends of the Blackfeet were told by the Blackfeet elders. At the end of the encampment Saturday, the 200 Forest Service employees and the 50 tribal members left with a new feeling of friendship and knowledge of each other’s cultures and requested that this type of exchange be repeated again.



*Tepees at Blackfeet Encampment*

## Lewis and Clark National Forest

### Major Accomplishments

Through an agreement with the BIA, the entire 1991 Montana Indian Fire Fighting (MIFF) Program training for all seven Montana Reservations was coordinated and instructed by Forest employees. Training, which included basic firefighting and crew boss training, was provided to over 480 people. Also included in the training were Indians from the local Great Falls Community, for which the Forest continues to provide dispatch support. During the 1991 Fire Season, the Forest dispatched 8 full crews and 2 camp crews of 10 people from the local community. The crews came from a roster of over 125 people. Total payroll for the 1991 season was \$154,230, which equated to about 18,000 hours or 8.65 work years.

Conservation Ambassadors is a pilot initiative developed by the Lewis and Clark National Forest to link the National Forest System with the international resource management community. The goal of Conservation Ambassadors is to link each National Forest with a "Partner Forest" in another country. One of the primary objectives of this linkage is to help Forest Service employees understand and respect values and cultures different from our own.

As the pilot Forest for this initiative, the Lewis and Clark has established a long term partnership with land managers in Belize. A cadre of 20 Lewis and Clark Ambassadors, composed of a diverse

array of resource and administrative personnel, will spearhead this effort. Each year the Lewis and Clark National Forest and their Belize counterparts will embark on at least one cooperative venture. These projects will typically require a group of Conservation Ambassadors to spend 1 to 3 weeks in the host country.

Conservation Ambassadors is envisioned as a breeding ground for innovation, a source of enthusiasm, and a special bond between the Forest Service and the international community.

#### **Other Accomplishments**

The Lewis and Clark Forest—in conjunction with the Blackfeet Tribe, the SBA, and the BIA—has been exploring the possibility of providing procurement training and contract opportunities for Native Americans. Various meetings have been held to discuss Public Law 94-148 Agreements, 8(a) contracting, and progressively larger dollar contracts that will provide the necessary training in the procurement process. Two organizations of the tribe, the Crew Boss Alliance and the Chief Mountain Hotshots, have been active in bidding on Forest Service contracts. The Forest will provide dispatching services for the Chief Mountain Hotshots, as well as other employment opportunities during the off-season. Some projects of interest have been tree thinning, tree planting, trail maintenance and construction, fire suppression and mopup, and timber stand examinations.

A Public Law 94-148 Agreement was negotiated with the Great Falls Native American Center, an organization which provides medical care, mental health counseling, food, and other services to local Native Americans. This was the first agreement ever negotiated with the center. Currently, one female, Shirley Blue Earth, is working in office services under the agreement.

#### **Lolo National Forest**

##### **Diversity—Valuing Differences**

On June 5, 1991, the Lolo National Forest Civil Rights Action Group sponsored a workshop for all Forest Service employees in the Missoula area. "Diversity-Valuing Differences" was attended by 290 people, including employees from the Regional Office, Bitterroot National Forest, Intermountain Research Station, and Lolo National Forest, along with several special guests from the Missoula community.

Several awards were presented for special achievements in Civil Rights and Affirmative Action. Attendees also participated in a group activity by completing Montana, United States, and world maps depicting where they were born in order to illustrate one of the many sources of the differences we bring to the workplace.

**Public Law 94-148  
Agreement**

The 1991 summer season marked the second year of a working relationship between the Fort Belknap Tribe and Lolo National Forest. An agreement under Public Law 94-148 was first negotiated in the spring of 1990, under which five tribal members received training and participated on work crews in the Superior Ranger District. The summer of 1990 was a valuable learning experience which brought about several meetings over the course of the winter. These meetings involved Ellen Vollmer, the District Ranger of Superior Ranger District, Dave Thomas and Ralph Parkin of the Superior Ranger District fire shop, Angela Farr from Personnel, and Medric Buck, Lyman Young, and Jim Ouldhouse representing Fort Belknap. Together, they spoke candidly about problems which had occurred over the summer and proposed changes in the program which might prevent those problems in the future.

The Fort Belknap representatives suggested that their "trainees" be integrated into the regular district crews, rather than work together as a separate group. They felt this would make their workers feel like a more valuable part of the district and help them to learn how to work and interact with others more effectively. Superior expressed their interest in participating in the selection process for the crew members. They offered to travel to Fort Belknap and conduct interviews on-site in order to learn something about the community from which their crews would be coming, as well as to make the process more convenient for applicants. Both parties discussed the need for communicating more information about what the participants should expect at Superior in order to prepare them for the experience. In addition, several practical problems were discussed, such as how to ensure that the participants received their pay on a more regular schedule.

During the spring and summer of 1991, these plans were all carried out with great success. Superior's representatives interviewed applicants for the training opportunity, and the selections made were enthusiastic, dependable, and hard-working individuals. They were integrated into the district's summer crews and rotated among them to receive a variety of experiences. They had been well informed about what to expect and commented positively about their experiences. Both parties were extremely pleased with the success of their efforts to work together and strive to better understand each other.

**Resources Available**

During the last quarter of 1990, the Lolo National Forest Civil Rights Action Group (CRAG) acquired a sophisticated tool for surfacing important civil rights issues among Forest employees. CRAG enlisted a contractor experienced in social sciences to develop a survey and provide a computer program to assist CRAG in interpreting and displaying the results. The survey was circulated in August of 1990, and the results were input into the computer program by CRAG members. The data was then given to the contractor for

complete analysis. She taught CRAG members how to use the computer program to analyze the data and wrote a complete report of the survey results. CRAG members presented the results to the Management Team and later circulated information to all Forest employees.

CRAG has already used the results in developing an Action Plan to address the most significant issues identified in the survey. In the future, the survey program can be modified to add or change questions or their format, and new surveys can thus be developed. CRAG members now have the knowledge and ability to use the program to analyze results of future surveys. This tool has already proven to be one of the most important results of the committee's efforts. It effectively communicates CRAG's commitment to the Forest employees and allows CRAG to address those concerns most important to the Forest.

To obtain information about the process CRAG used in attaining this valuable resource, contact CRAG Chairperson Kyle Colling at (406) 329-3828 or FTS 585-3828.

## Nez Percé National Forest

### Accomplishments

**Cindy Lane** transferred from Plains, Montana, in December to become the District Ranger for the Selway Ranger District, her first District Ranger assignment. She started her career with the Forest Service as a forestry co-op student in 1979 with the Wallace Ranger District on the Idaho Panhandle Forest.



*Cindy Lane*

**Barbara Beck** has taken over the helm of the Clearwater Ranger District on the Nez Percé Forest. She served as District Ranger on the Helena National Forest beginning in November 1988. Before that she was a Forest Service archeologist and worked in the Region 1 Appeals and Litigation shop in Missoula, Montana. She received a Master's degree in anthropology from the University of Montana in Missoula.

**Elayne Murphy**, Public Affairs Officer, and her newborn son, Shawn, were the first occupants of the Nez Percé Working Parents Room located in the Supervisor's Office. Elayne feels, "The room was a real blessing. Because of it I was able to spend two extra months with Shawn." She encourages fathers to bring their babies to work also and emphasizes the need for flexibility and sensitivity to the needs of all involved.

The Red River District made a room available for **Karen Leidenfrost** and her newborn son, Max, almost a year ago. Karen went from PFT to a PPT schedule. She has been allowed the flexibility to work additional hours at home or in the evening to fit her schedule. Karen states, "I feel the entire district has been behind me from the beginning, and, without that, none of this would have been possible. Words of encouragement have been continuous. Max has been totally accepted here at Red River and has become a part of the district. I feel very fortunate."



*Barbara Beck*

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*Elayne Murphy and Son, Shawn*

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*Karen Leidenfrost and Son, Max*

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The Nez Percé Forest has a high interest in dual career couples. In 1991, the Elk City and Red River Ranger Districts worked together to place six dual career couples. Other districts and the Supervisor's Office had similar successes. Special efforts to recruit and retain these people include: daycare facilities, children in the workplace, housing coordination between districts, community contacts, references for spouses, and information sharing between districts and the Supervisor's Office.

The Nez Percé Forest is testing a draft National Forest Service survey to determine accessibility for the physically challenged to public land and facilities. To date, John Suhr and Gary Kellogg have tested 11 recreational units on the Nez Percé. District representatives and the general public have participated in the survey. With the survey as a guide, each unit is evaluated for its accessibility for all degrees of disabilities, including use of crutches or wheelchairs and limited mobility due to age or other causes. When the remaining survey trips are completed in October, the gathered data will be compiled and sent to the Washington Office along with an evaluation of the survey tool.

#### American Indian Program

The Forest and the Nez Percé Tribe held an American Indian youth camp on the Nez Percé Forest August 5–8, 1991. The objective of this camp was to provide natural resource education and personal forest resource experiences for Native American students in the sixth through ninth grades. This camp is an annual event and is highly supported by the Nez Percé Tribe. This year approximately 60 youths attended the camp along with 12 counselors.

This year the Forest held its fifth annual Native American Week Celebration on May 15–19 with the theme: "A Celebration of Cultures." The celebration featured a children's activity book, celebration guide, tepee demonstrations, arts and crafts exhibits and demonstrations, a Nez Percé Tribe exhibit, storytelling at the local grade school and Forest headquarters office, films, Indian taco dinner, tribal youth panel, tribal managers panel, Indian dancing and drumming, and participation with the Mat'Alyma Root Feast and Powwow in Kamiah, Idaho.

As in years past, the Nez Percé National Forest provided firefighter training for Nez Percé Tribal people. This year, 63 Nez Percé Indians received firefighter training and 28 received fire camp crew training. For the first time, the Forest incorporated a module on human rights in the firefighter training.

The Nez Percé Forest worked with the Clearwater and Idaho Panhandle National Forests on the 3-day 1991 Northwest Indian Youth Conference in Coeur d'Alene, Idaho, on April 1–3. The Forest provided an exhibit booth and two attendants along with material for another Forest Service booth.

## **Rocky Mountain Region**

### **Region 2 Regional Office**

For the second consecutive year, the SBA, Region VIII, has recognized the Forest Service, Region 2, for our support of the Minority Business Enterprise, 8(a) Program. In 1990, the SBA Sioux Falls District Office awarded Region 2, Black Hills National Forest, the Agency of the Year Award for Support of the Minority Business Enterprise in the State of South Dakota.

At the Minority Enterprise Development Week kickoff reception, the SBA Regional Administrator presented to the Regional Office the Casper District Office Agency of the Year Award for Support of the Minority Business Enterprise in the State of Wyoming. Region 2 has three Forests in Wyoming, the Medicine Bow, Shoshone, and the Bighorn National Forests.

Because much of the National Forest land is in remote areas in the State of Wyoming, contractors are not readily available and excessive mobility costs are incurred due to remoteness and available resources; thus, it takes special efforts and concentrated team work between Forest Service personnel and the SBA to get results in this program.

The Forest Service works with the SBA to encourage and support small businesses owned and operated by minorities to become vital, self-sustaining firms.

### **Diversity Works**

The work force in the Air, Aviation, and Fire Management Unit is now representative of the diversity in the local civilian labor force. The effort to diversify the work force while improving the work force quality began several years ago.

Lessons learned along the way:

- Work force diversity is controlled by the way vacancies are filled.
- For most vacancies, there are quality diversity candidates to be found if a serious effort is made to locate them.
- Strong support of the unit leader and managers is essential.
- Development and promotion of all employees to their potential encourages applications from diversity candidates.

- The climate for change is enhanced more from visible management support on an everyday basis than training sessions.
- The job is never “done.” There must be a vigilant ongoing effort.

Our employees take pride in this accomplishment and the quality of our work force. Our achievements were through commitment. JUST DO IT!

#### **Engineering Staff Unit**

In January 1991, the Regional Forester made the decision to implement a Regional Service Center. The center is to provide services to augment a greatly expanded Forest Capital Investment Program.

In an aggressive affirmative action effort, Regional Office Engineering recruited and hired seven new employees to staff the service center, four of which are minorities. They are a female GM-13 Service Center Leader, a female GS-9 Interpretive Specialist, a male GS-12 Engineer, and a male GS-12 Landscape Architect.

Regional Office Engineering will continue to provide equal opportunities for everyone and take affirmative action to obtain a diverse work force.

#### **A Summer With Forest Pest Management**

This summer, Forest Pest Management provided employment opportunities for two Native Americans, who are students in various biology and forestry curricula at the undergraduate degree level. The students earned income for college and gained exposure to careers in forest pest management. One student worked at the Service Center in Rapid City, the other at the Regional Office, assisting the professional staff with a variety of projects.

**Spring Bradbury** assisted the professional staff with installation of plots to measure the effects of a root disease on ponderosa pine in the Black Hills of South Dakota. The information gathered from these plots will be used to test the recently developed root disease model for western coniferous forests. In addition, she assisted the entomologist and plant pathologist with a variety of projects, including baiting, distributing, and placing gypsy moth survey traps; organizing the photographic slide collection; assembling training manuals; and assisting with general disease distribution surveys and campground inspections. Spring is working on Bachelor of Science degrees in forestry and engineering at Purdue University, West Lafayette, Indiana. She is looking forward to returning to South Dakota in January to begin a co-op position with the Black Hills National Forest engineering staff. Spring is a Native American (Chippewa).

**Susan Johnson** was assigned to the Regional Office and carried out various assignments in the office and field. Susan worked on various software programs on newly acquired equipment that will be used for mapping and image processing of forest pests in a Geographic Information System (GIS). She also assisted in the collection and identification of aphid species on native junipers as part of a national effort to identify parasites that may be useful in biological control of *Cinara cupressi*, a serious pest of cypress in Africa. Susan is currently working on a Bachelor of Science degree in biology at the University of Colorado, Denver. She also teaches a biology lab, tutors students, and lectures at the Botanic Gardens in Denver. Susan is a Native American (Arikara-Hidatsa/Chippewa).

#### **Black Hills National Forest**

**Avis Brown** is a junior this fall at Custer High School in Custer, South Dakota. In the spring of 1991, Jeanne Libby, Personnel Clerk in the Supervisor's Office sought to have Avis oriented to the Forest Service Personnel section. With cooperation from Avis's family and her high school officials, the Forest was able to acquaint this very bright student with some aspects of Forest Service Personnel work. For 8 weeks during the summer of 1991, Avis worked on an intermittent appointment (approximately 12 hours per week). Because the Supervisor's Office is readily accessible to people with disabilities, Avis had no problem getting around in the building.

#### **Medicine Bow National Forest**

The Medicine Bow National Forest has been involved with Laramie County School District Number 1 and the State Department of Education, Cheyenne, Wyoming, as a participant in a workshop called "Expanding Your Horizons." This workshop is to make young women, from sixth grade through high school, aware of existing career opportunities in science and engineering through personal contacts.

The workshop reached approximately 1,600 young women throughout the state of Wyoming and is expected to include workshops in Chadron, Nebraska, and Evanston, Wyoming, next year.

#### **Nebraska National Forest**

In fiscal 1991, the Pine Ridge Ranger District brought a new program to Region 2, when the Nebraska National Forest and the Santee Sioux Tribe entered into a Human Resources Agreement. In February 1991, negotiations between the Santee Sioux Tribe and the Nebraska National Forest were undertaken to develop a program to give interested tribe members an opportunity to further their education in natural resource fields, develop their interests in natural resource operations, and improve their leadership skills. This was initiated with training in reforestation methods and procedures.

Under the program, a group of 10 Santee Sioux were involved with hand-planting 11,000 seedlings on a total of 55 acres in an area adjacent to the Soldier Creek Wilderness on the Pine Ridge Ranger District. This area was part of the Fort Robinson fire, which burned 48,000 acres in 1989.

The cooperation between the two groups was excellent, and future projects will be accomplished using similar agreements.

### Rio Grande National Forest

In fiscal year 1988, the Forest undertook a special Equal Employment Opportunity initiative, utilizing a little used program called the Federal Junior Fellowship Program, to recruit and hire high school graduating seniors. The program is designed to provide career-related summer and vacation employment for outstanding high school seniors who need these earnings to attend college. The experience gained during their work periods complements their education and prepares them for potential placement into the agency's permanent work force.

In May of 1992, one of our computer science students will complete all requirements for her degree and will be ready for placement into the permanent work force. Another computer science student, a forestry student, and a business management student will complete their degree requirements and will be placed into permanent positions on various Forests in December 1992. These four students are from the group hired in fiscal year 1988 when we initiated the program. This is the first year in which we will realize attainment of our original objective of helping our Region and the Forest Service reach work force diversity. As the program continues, each successive year will see additional students converted to the permanent work force and new students brought into the student program to continue the cycle.

The current mix of this group is one minority female, six white females, five minority males, and two white males. The students are pursuing degrees in business management, computer sciences, forestry, engineering, wildlife biology, and landscape architecture.

### Arapaho and Roosevelt National Forest

**Richard Nolte** is contracted to the Redfeather Ranger District to do data entry corrections generated by an error program on R2STAND forest stand database. Richard worked as an intern on the Redfeather District in 1979. He received a disabling head injury in an automobile accident in 1982. Richard is trying to reenter the workplace, has volunteered, and has been placed in some part-time jobs. Eager to be independent, Richard bicycles his specially modified three-wheeler around town. He would ultimately like to work as a writer. Transition Services, based at Colorado State University, and their caring employees are due credit for securing this contract with Richard. They are responsible for what is hoped to be a growing trend, employment of the disabled.

## **Southwest Region**

### **Region 3 Regional Office**

#### **Camp Eagle Peak**

A special camp for northern New Mexico students concluded 2 weeks of extensive activities, and, when it was over, 11 of the 21 students enrolled went to work for either the Forest Service, BLM, National Park Service, or BIA as summer workers. Eagle Peak Camp, established by the Minority Outreach Recruitment, Education, and Employment (MORE) Consortium, a project developed by the Southwestern Region, included the agencies mentioned above and the Soil Conservation Service, New Mexico Division of Forestry, and New Mexico Game and Fish Department in cooperation with high schools in northern New Mexico.

Project MORE was designed to encourage and increase college enrollment of Hispanics, Native Americans, and other under-represented groups in the Forest Service and other Federal agencies; the camp, however, was open to all students, but emphasis was on recruiting minority students to resource-related higher education.

The camp started with orientation on the campus of New Mexico Highlands University in Las Vegas, New Mexico. The campers then moved to the field into the Sangre de Cristo Mountains. The University provided counselors, computer equipment, the school's library, and other support materials. A cadre from the various agencies and the university provided hands-on teaching experiences in geology, hydrology, wildlife biology, law enforcement, range management, economics, archaeology, architecture, landscape architecture, teaching, and administrative services.

Students were in the field much of the time, studying riparian areas, timber stands, map reading, soil conservation, and a myriad of other subjects. Upon completion of the camp, students, parents, and friends gathered at the university, and each student made a presentation on his or her experiences during the 2-week camp. A graduation exercise and reception capped off the camp.

The fact that almost 50 percent of the students of this year's camp chose to work the remainder of the summer in the resource field demonstrated the success of the camp's basic focus.

## **Dream Warriors Career Camp**

Recently an agreement was signed to initiate a career camp in cooperation with the MORE Consortium. The purpose of this camp was to encourage minority students to attend college; provide students with an experience of the careers available in resource management agencies; and to raise students' comprehension levels in math, English, and science. Students completing this camp will be provided a similar experience for the subsequent 3 years and will be tracked to determine the rate of success at the end of 4 years.

The 2-week summer camp was held at New Mexico State University and included 35 Native American students, freshmen from high schools throughout New Mexico. As with the Eagle Peak Camp, students were required to have a 3.0 grade point average. The curriculum included subjects in the environment, recreation and wilderness management, wildlife economics, archaeology, fire management, forest pest management, engineering, and soils. The tribes represented included: Santa Domingo, Navajo, Zuni, Oneida, Laguna, Jemez, and Acoma.

Colleen Bowman, Program Coordinator for Indian Resource Development, was responsible for camp coordination, and Joyce Quintana, Outreach Specialist, Region 3, represented the MORE Consortium as Co-Coordinator. The Forest Service Research and Agricultural Statistics Service, together with Indian Resource Development, funded the Dream Warriors Camp with the Forest Service, National Park Service, BIA, and Agricultural Statistics Service participating with in-kind services and support.

The students found the camp to be enlightening and fun. The various tribal governing bodies and parents of students endorsed the camp wholeheartedly and agreed to their students' committing to the next 3 years of summer camp.

## **Lands and Minerals**

During fiscal year 1991, the Lands and Minerals staff recruited one minority male and two females to fill vacancies in an appraiser cadre that previously was all white males. The Staff employs two full-time appraisers in New Mexico and three in Arizona. The recruitment began in fiscal year 1990 when Yvonne Chavez, a Hispanic female, was hired under the Cooperative Education Program with the objective of replacing one of several appraisers who would become eligible to retire. Yvonne received a Bachelor of Arts degree, with honors, in business management from the University of New Mexico and became an appraiser in the Zone Office.

In September 1990, the New Mexico Zone Appraiser position became vacant. Recruitment was undertaken throughout the Forest Service and BLM. As a result of the effort, we hired Jerry Sanchez, a well qualified appraiser, at the GS-12 level. Jerry was previously employed by the BLM in Santa Fe.

In November 1990, a second appraiser in the Arizona Office retired. Recruitment again took place throughout the Forest Service and BLM. This effort did not produce a sufficient list of highly qualified candidates, so permission was obtained from the Office of Personnel Management to recruit from the private sector. As a result, we were able to hire Kim Johnson, who was employed in Phoenix by the Agricultural Credit Association. Kim has achieved the professional designation of Accredited Rural Appraiser (ARA) from the Society of Farm Managers and Rural Appraisers. Her qualifications were such that we were able to hire her at the GS-12 level. She recently passed the Arizona State Appraiser examination and has received her General Certification from the State.

#### **Signing Class**

Maria is a woman with a mission. Her dedication to a cause has produced nearly 20 Regional Office people trained in signing (sign language, a system of communication for the hearing impaired) and 36 more in training. Maria conducted the first signing class 3 years ago with fewer than 20 students. This year, 36 signed up when the new class was announced, and another 30 students are expected this fall for the third session. The noon-hour classes in the Regional Office do not stop with the official end of the training. Students continue to hold signing sessions on Wednesdays at noon with a sack lunch. The weekly "drills" hone the skills of the students to where signing becomes almost second nature.

Resident expert for the classes is Trudie Brodie, a hearing impaired worker in the Central Processing Unit of Human Resources.

#### **New Brochure For People With Disabilities**

The Southwestern Region has published a guide for people with disabilities. Author Sandy Raun says, "What is really important is that we are aware that we have this information and that we help get the word to the public." As employees of the agency that is the largest provider of outdoor recreation, it is important that we recognize our service is not complete without including and considering people with disabilities.

The brochure, "Recreation Guide to Barrier-Free Facilities, Southwestern National Forests," offers accessibility information about the area. With this information, physically challenged individuals will be able to find out about and participate in all recreation opportunities.

By providing accessibility information, we enable persons with disabilities to choose the level of challenge and adventure with which they are comfortable and allow them to maintain their independence, self-reliance, dignity, and pride. Information about barrier-free facilities is also useful to the elderly, families with small children, and people with temporary impairments due to injury, sickness, or pregnancy.

## **Apache-Sitgreaves National Forest**

### **Free Fishing Day for Physically Challenged**

A free fishing day was held for people with disabilities on the Apache-Sitgreaves National Forest. This year it turned out to be one of the most rewarding for employees of the Apache-Sitgreaves, the Arizona Game and Fish Department, and the members of the Lions Club in Springerville.

It was also dedication day for the new facilities at Nelson Reservoir on the Springerville Ranger District. Hats off to Joe Grain of the Springerville Ranger District, Dennis Jones, Landscape Architect and Lions Club member, and everyone else who came out to help.

## **Carson National Forest**

### **Kids' Fishing Derbies**

As part of outreach to introduce youngsters to the Forest Service, two fishing derbies were sponsored. Mary Knapp, Fisheries Biologist, reports that the first derby was held June 8 at Eagle Rock Lake, Questa Ranger District, and the second on June 15 at Hopewell Lake, Tres Piedras Ranger District. The 193 children who registered learned about environmental ethics, ate hot dogs, tried casting, won door prizes, and caught lots of fish.

The New Mexico Department of Game and Fish helped sponsor the events with assistance from Rio Grande Flyfishers, New Mexico Trout, and Sierra Sports, and people from district and Supervisor's Office.

## **Cibola National Forest**

The wildlife staff coordinated and assisted in the instruction of the Wildlife and Fisheries II Management Laboratory at the Southern Indian Polytechnic Institute (SIPI) in Albuquerque, New Mexico, during the fall 1990 semester.

The labs focused on current Forest Service issues, with emphasis on the development of practical field techniques used by Forest Service Biological Aids and Technicians. The overall goal of the course is to acquaint students with the technologies commonly used in fisheries and wildlife management and research, to allow them to be competitive for biological aid and technician positions upon graduation from SIPI. Biologists from Cibola National Forest taught methods used to inventory and monitor Mexican Spotted Owls habitat; methods to manage endangered species, threatened and sensitive species, and their habitat; and methods commonly used to enhance wildlife and fisheries habitat.

SUPI students attending the labs are in their second year of the 2-year Natural Research Technology program and will be available for placement near the end of 1991 and early 1992.

### **Coronado National Forest**

The Coronado National Forest has been actively involved in the recruitment of persons with disabilities. The Forest has worked with the local Rehabilitation Center, the University of Arizona, and the Veterans Administration in pursuing these opportunities. David Evans is currently working in our Budget and Finance Section as an accounting technician, and Dottie Williams is working as a dispatcher in our Interagency Dispatch Center. Both employees have completed their 700-hour trial appointment and have been converted to career conditional appointments.

Dottie was honored at the Awards Banquet during Tucson's observance of disability awareness. Two persons from the Coronado Forest were also honored at this banquet: John Roberts and Debbie Charley.

Bill Jones, a disabled veteran, who works as a draftsperson in our Engineering Department, came to us through the Veterans Administration. His position is being funded by the Veterans Administration while the Forest Service is providing the work experience.

### **Kaibab National Forest**

#### **Eight SCSEP Enrollees Honored**

Kaibab honored eight Senior Citizen Special Employment Program (SCSEP) Enrollees during the past year. Aggie Bustillos, a SCSEP enrollee in the Kaibab Supervisor's Office, has thoroughly enjoyed her 7-year affiliation with the program. "This is a very good program. It gives me something to do with my time. I enjoy keeping busy, and I do such a wide variety of work here that I do not have time to get bored," she said.

The following employees were honored with cash awards and/or a Certificate of Merit for their valuable contribution to the Kaibab National Forest:

Charles Bennett, Williams Ranger District  
Agapita "Aggie" Bustillos, Supervisor's Office  
Richard "Doc" Docherty  
Richard Genardini, Tusayan Ranger District  
Lee Ledford, Williams Ranger District  
Fernando "Fritz" Martin, Williams Ranger District  
Jeanne Smith, North Kaibab Ranger District  
Merrill Smith, Supervisor's Office

## **Outreach**

The Kaibab Civil Rights Committee emphasized outreach efforts in publicizing the fuelwood permit program by printing the fuelwood permit newsletter, which explains rules and regulations, in both Spanish and English. Richard Powskey, Native American Program Manager, proposed that the newsletter also include a section in Navajo to increase outreach to one of the major user groups on the Kaibab, and he agreed to undertake this assignment.

During the course of the project, it became apparent that an audio version in the Navajo language, explaining the rules and regulations, would be more effective than a written version. Richard took on the project of making a video with assistance from family members and several other Forest Service employees.

The resulting videotape was entitled "Native American Resource Use on the National Forest." It was developed to coordinate land management planning activities with the contemporary uses and cultural practices of Native Americans, such as the gathering of plant resources. The video provides an overview of the resources available to Native Americans and the procedure to be used to obtain these resources. Two versions are available, one in Navajo and one in English.

A new human resources program for the Forest was established on the Chalender Ranger District. The Forest Service constructed a spike camp for use by the Arizona Boys Ranch, and, in June of this year, the camp became fully operational with a crew of 11 young men and supervisory staff. These young men are predominately from an urban environment and have been in trouble with the law. The idea behind the Boys Ranch is that hard work in a structured environment in a rural setting contributes to the positive development of young men.

The crew worked 5 days per week on Forest Service projects and 1 day per week on community service projects for the city of Williams. A total of 1754 person-hours were spent on a variety of Forest Service projects concerning wildlife, range, recreation, watershed, and facilities. Projects were completed on all three south-side districts and for the Supervisor's Office. Approximately 300 hours were spent in community service, painting city hall, and working at the water treatment plant. The Boys Ranch crew worked until late August, when they moved back to their base camp near Phoenix. A larger crew is expected next year, and the spike camp will be operational for 6 months per year in the future.

During 1991, the Cultural Resources Section on the Kaibab National Forest participated in or initiated several outreach projects with local Native American groups. The Kaibab routinely consults with the Kaibab Paiute, Hopi, Navajo, and Havasupai Tribes about

projects that will affect archeological sites in the areas of aboriginal use under the mandate from the American Indian Religious Freedom Act and the Archaeological Resources Protection Act. The Forest has also begun consultations concerning tribal policies associated with the recently passed Native American Grave Protection and Repatriation Act.

In addition, the Kaibab Paiutes were consulted about the script and pictures used to produce "The Rocks Remember—The Art of Snake Gulch." This 13-minute public interest video, produced for use at the Jacob Lake Visitors Center on the Kaibab, portrays Native American rock art in Snake Gulch on the North Kaibab Ranger District and efforts taken to preserve it. The Cultural Resources Section is now working to set up a mechanism through which Cultural Resource Specialists can obtain oral histories and other interviews about important and sacred use areas with the Kaibab Paiutes.

## Santa Fe National Forest

### Teenagers Tune into the Environment

Aquatics, riparian, wildlife, conservation, stewardship, old growth, and land ethics became familiar words for about 90 campers, 12 to 19 years old. The second New Mexico Forestry Camp was held at Chaparral Girl Scout Camp in the Jemez Mountains. All the Federal and State natural resource agencies were involved in this year's session, which was sponsored by the Cuba Soil and Water Conservation District.

During the 5-day workshop, campers from throughout the State learned from the experts about forestry and related fields. The New Mexico youths learned how the people in their State use, care for, and appreciate the forests, with emphasis on the interrelationships of the many uses of the forest environment. Their science and math books, recently left behind for the summer, were quickly recalled and brought to life when the students were able to experience first hand how to track wildlife, measure trees, fight fires, evaluate range conditions, recognize rocks, and study archaeological sites.

According to the organizer Mary Stuever from State Forestry, the camp provides a setting that promotes, not *what* to think about the environment, but *how*. Throughout the week, the participants were exposed to much information and many opinions that they can use to make better decisions about environmental issues.

At last count, 38 Forest Service personnel had a hand in this year's Forestry Camp. There were representatives from each of the New Mexico forests and the Regional Office. Cuba District Ranger John Mincks led the effort for the Santa Fe National Forest.

## Intermountain Region

### Region 4 Ashley National Forest

#### Ashley and Utes Work Together

This past year the Forest Supervisor of the Ashley National Forest made a personal commitment to strengthen relations with the Ute Tribe. Two of his Ranger Districts, Duchesne and Roosevelt, lie within the boundaries of the Ute Reservation, and cooperation between the Forest Service and the tribe is of utmost importance.

The Ashley works closely with the tribe to hire Utes for permanent and seasonal positions and provides jobs for the tribe's employment program. More importantly, the Ashley has made a commitment to counsel and assist young Utes interested in a Forest Service career. Forest managers and the Ashley's Native American Program Coordinator—who is a Ute herself—interview seasonal employees to determine their career interests. Then they go the extra mile to help these employees work toward their career goals.

As an example, a seasonal employee expressed an interest in operating heavy machinery and also in landscape architecture. The District Ranger arranged details with both the engineering staff and the Forest landscape architect so that he could learn more about these career fields. Later he will receive help with career planning.

Another aspect of the special relationship shared by the Ashley and the Ute Tribe is their effort toward cultural understanding. In May, the tribe hosted "An Afternoon of Sharing" for all Ashley employees and the Intermountain Region's Civil Rights Action Group. The event was organized by a committee of Utes and Ashley employees. A number of Ute speakers gave presentations on the tribe's government, culture, history, and traditions. Entertainment followed, with both traditional and modern Ute talents represented: The White River Dancers, in traditional dress, performed several dances; high school drama students performed a pantomime; and the Ashley's Native American Program Coordinator showed she has talent, as well as program initiative, by singing two songs. One of the songs spoke of "building a bridge between the two cultures."

This personal commitment to improving relations with the Ute Tribe has resulted in a successful partnership that will continue to grow. By understanding the differences between the two cultures, we come to know more ways in which we are alike.

## Sawtooth National Forest

### "Access 91"

They were dancing with their eyes, keeping rhythm with a finger, and laughter was the melody. It was Saturday night and Ernie Sites, the Cowboy Poet, kept the music playing. It was a weekend of trail and wagon rides through the Smoky Mountains on the Sawtooth National Forest. It was "Access 90's Trails," a weekend of fun continuing a decade of accessibility.

Access 90's Trails, Inc., and the Sawtooth National Forest sponsored a weekend of trail rides on horseback and in horse-drawn wagons for both physically challenged and able-bodied people at the Fairfield Ranger District Work Center. Billed as "Access 91," the 2-day event took place August 3—4, 1991, with more than 150 people participating. Other activities included a two-night campout, western steak fry, cowboy poetry, and a country dance. The trail ride offered an outdoors, horseback experience to people with all kinds of disabilities—from paraplegia to multiple sclerosis. Special ramps helped riders onto their mounts, and hay wagon rides were given to people who were unable to ride horses.

The event was the culmination of a year's work and planning that included the following activities:

- The Wendell Boy Scout Troop built an accessible horse-loading ramp for riders in wheelchairs.
- A group of wheelchair users toured the District's recently constructed Baumgartner Campground, which offers barrier-free outdoor recreation experiences.
- A fishing pier, donated and built by the Magic Valley Fly Fishermen, provided an excellent opportunity for wheelchair users to enjoy viewing the river and to catch fish.
- The Boise Peace Quilters, with volunteers from around the world, constructed ramps for four bunkhouses, a cookhouse, and restrooms at the Fairfield Ranger District Big Smoky Work Center, making the facility completely accessible.
- A ramp for loading chairs on wagons was constructed, horseshoe pits were built, and paths were widened and made accessible for everyone.
- New barrier-free toilets were installed by the Fairfield Ranger District.

All of this work has helped create a campground, work center, and transfer camp that are available to all customers.

The Access 91 trail ride is just one of many success stories that have resulted from a commitment by Sawtooth National Forest employees and others to make the Forest and all its activities accessible to all people. We have created such a strong awareness and sensitivity to this goal during the past few years that it is now a routine "way of business."

Forest staffs work with the Idaho Disability Coalition (IDC) and the Idaho Citizens Network (ICN), through a memorandum of understanding, and individuals with special needs to provide opportunities for input when public facilities are designed and built. These organizations and individuals are full partners in the planning, design, and installation of all our recreation facilities.

In addition, the Sawtooth is committed to sharing this information and design work with other Forests, Regions, and organizations for people with disabilities. Sawtooth trail ramps and toilet designs have been submitted for the National Handbook of Designs.

Forest employees continue to strive to "catch the vision" to meet the needs of all customers who would like to enjoy America's Great Outdoors!

## **Payette National Forest**

### **Creative Cub Day Care Center**

After hundreds of hours of volunteer work by a group of Payette employees, the dedication for the Creative Cub Day Care Center in McCall, Idaho, was held. Since November, the Creative Cub Center had been operating temporarily in barracks used by the Smoke-jumpers. The new 2,000-square-foot center was built with volunteer labor, mostly from Forest employees, using materials provided by the Payette Forest.

A need for alternative forms of child care was expressed by employees whose jobs require them to work odd, and often long, hours. Private day care centers either did not take infants or small babies, were not open the necessary hours, or were filled to capacity. The center, which is the Forest's second operating day care facility, is already filled to its capacity of 30 children and takes in children as young as 6 weeks of age. It is open from 7:00 a.m. to 6:00 p.m., Monday through Friday, and, during firefighting season, is open evenings and weekends.

## **Uinta National Forest**

### **Kids' Fishing Day**

The Spanish Fork Ranger District co-sponsored with the Utah Division of Wildlife Resources, Tooele County Wildlife Resources, Tooele County Wildlife Federation, Utah Sportsman Alliance, Utah Valley Fly Rodders, and Springville-Mapleton Lions Club the second annual Kids' Fishing Day at Payson Lakes. Forty students with disabilities from Oquirrh Hills School in Tooele, Utah, and Timpanogoes Industries in Lindon, Utah, were treated to a day of fun and fishing at Parson Lakes Day-Use area. The event included the participation of 25 volunteer coaches and cooks, along with 15 Forest Service personnel. The paved trails, fishing pier, and accessible picnic facilities enabled all participants to join in the activities. The success of the program was audibly demonstrated by the shrieks of young fishermen catching their first fish all across the lake.

## **Wasatch-Cache National Forest**

### **Detention Diversion for Cache County**

This summer the Logan Ranger District began a program, called Detention Diversion for Cache Country, with the local juvenile corrections department to use youths in detention as volunteers. Every 6 to 8 weeks, a new group of 6 youths, ages 13 to 18, work as Forest Service volunteers instead of going into detention. The enrollees are used as maintenance workers, and they come with their own supervisor and tools. They are willing to do any project we request, from mowing in the campgrounds to sign work and brushing on roads. This has been a tremendous opportunity for employees to interact with the youth and share Forest Service values.

### **Job-Sharing Couple**

Also related to work force diversity, we have a couple on the district that job shares their work as recreation guards at Tony Grove. They are on intermittent schedules and arrange hours so that, while one is out on patrol, the other is back at the ranger station with their children, an arrangement that works out well for both the Forest Service and this couple. Both had previous experience as rangers and schooling in natural resources, so they are qualified as individuals for the jobs they do. The ranger station is staffed at all times, and a ranger is out in the campgrounds.

Flexibility in trying these kinds of job arrangements results in more satisfied employees, who return season after season because they feel that their individual needs are being considered.

# Pacific Southwest Region

## Region 5 Regional Office

### Public Affairs

Public Affairs established a media program targeted specifically at minority print media. We developed a data base of these publications and are systematically contacting them with story ideas regarding our human resources and outreach programs and opportunities for accessing and enjoying National Forests. We have contacted over 70 magazines for their guidelines for submitting stories; almost all (over 65) have responded. Since the program started, we have placed a story about Engineer Nelson Hernandez in the winter edition of Minority Engineer magazine and a piece about Commencement 2000 in Black Enterprise magazine. From this minority print media program, we will develop a similar program targeted at minority broadcast media.

In addition, we have developed two SBA minority-owned small business contacts for audiovisual contracts, awarded a minority contractor a contract to do a brochure for the Civil Rights staff, and developed action plans to increase minority participation in the Incident Information Program.

### Commencement 2000

Commencement 2000 is a long term recruitment strategy designed to meet the challenge of achieving a skilled and diverse work force within Region 5 by 1995. The targeted populations are those who have been historically under-represented in natural resource and environmental careers.

Commencement 2000 begins with the schools. Environmental and science education are key facets of the total program; however, a major focus is on career awareness and pre-career training. The addition of this career element distinguishes Commencement 2000 from other environmental education programs. Another notable feature of the program is the concept of a curriculum, articulated across a spectrum of feeder schools from elementary through high schools, linked with institutions of higher education. The overall goal of Commencement 2000 is to influence and educate the young during their formative years about natural resource and environmental career options and to motivate them with enhanced educational opportunities, leading to jobs with the Forest Service and other natural resource agencies and organizations.

The community is a vital partner in this program. The Commencement 2000 Community Steering Committee is made up of community leaders representing the corporate, civic, educational, nonprofit, and foundation sectors. Their contribution and creativity will be directed toward informing and involving the community and family in support of natural resource education and environmental activities. The pilot for the Commencement 2000 program is being implemented in Oakland, California, a city with a culturally diverse population. Next year the program will be scheduled for development in targeted communities State-wide. Students of African-American, Asian/Pacific American, Native American, and Hispanic descent are among the populations Commencement 2000 will serve.

#### **Accommodation of Disabilities**

Hearing impaired employees and members of the public can now communicate over the telephone lines at many of the Region's offices. Thirty TDDs have been installed at the Regional Office and various offices around the region. The Tahoe National Forest, for example, employs two hearing impaired employees and has ordered one TDD for each of their district offices and the Supervisor's Office. The TDDs allow the Region to improve its service to the hearing impaired community, as well as accommodate the needs of hearing impaired employees. The TDD is a portable device, which has a typewriter keyboard, a readable display, and a printer.

#### **Professional Learning Exchange**

Region 5's Range and Watershed Management staff developed a professional learning exchange with the Geology Department at Elizabeth City State University (ECSU), North Carolina, an 1890 university. Dr. Ravi Sinha, Department Chairman, and John Chatolian, Regional Geologist, have worked together to implement a partnership between the Forest Service and ECSU that enhances the learning environment at ECSU and promotes the exchange of ideas and professional knowledge between geology faculty and Forest Service geologists.

In the second year of operation, Dr. Sinha participated in Region 5's Geology Workshop, during which he critically reviewed and discussed with the Region concepts being developed for New Perspectives and Coordinated Resource Inventories. He also worked with the Region on other topics, including professional development and remote sensing.

Forest Service geologists John Chatolian and Don Haskins worked with ECSU geology faculty and students for 2 weeks this past winter. Their work included teaching classes in geology field methods and remote sensing. Don also taught a seminar in GIS systems, with specific examples from his work on the Shasta-Trinity National Forests. While on campus, Don and John talked to

students about careers with the Forest Service and provided career counseling to those who were interested in Forest Service careers. Through this effort, two Elizabeth City students were employed this summer in Region Five, another employed in the Washington Office, and a fourth student received a co-op appointment on the San Bernadino National Forest.

### **Eldorado National Forest**

The American Legion Youth Environmental Conference attracted 70 high school students from all over the State of California to the Eldorado National Forest. This 4-day conference, the result of a partnership between the American Legion and the Eldorado National Forest, introduced students to a variety of land management practices and problems. The American Legion selects students, buses them to the forest, and feeds them, while the Forest provides an environmental education. On the last day of the conference the students get a taste of the real world by working on a land management plan that involves a variety of conflicting land uses.

In May of 1991, the Eldorado National Forest hosted a 1-day tour for 14 high school students sponsored by Contra Costa College under the Star Program. The program was designed to expose students who are in accelerated math and science curriculums to careers in waste disposal research and the conservation of natural resources. Led by Pat Clark, Forest Career Counselor, the students spent a Saturday morning touring the Institute of Forest Genetics, where they viewed a variety of research projects, including the effects of air pollutants on desert plants. The afternoon was spent touring the Forest Service Placerville Nursery, including the seed extractory facilities and seed beds. One of the highlights of the visit was a tour led by Safiya Samman of the Rust Resistant Sugar Pine Program. She took the students to greenhouses where they could view, first hand, the process of inoculation and identification of rust resistant sugar pine seedlings.

### **Klamath National Forest**

Ukonom Ranger District on the Klamath National Forest and the nonprofit community organization, Para Los Ninos/For The Children, sponsored a 7-day outing for 24 Los Angeles inner-city teens at a Forest Service recreational site. These teens had never been to a forest, seen wildlife, or held a fishing pole and did not have any knowledge of the Forest Service's existence. The Ukonom Ranger District took great pride in showing this group of inner-city teens who the Forest Service is, what type of work it does, and what resources are in its care to manage.

Events of the week centered around natural resource management activities, with the objective of exposing the teens to the ethics of natural resource management implementation and its environmental, social, and economic impact.

The timber shop presentation introduced the various tree species and vegetation on the district. The group was shown a sale unit that had been prepared for harvesting, as well an explanation of the numerous types of silvicultural prescriptions used. Timber sale contract administrators introduced the teens to an active harvest unit, where equipment used in the field was presented to the group, including an opportunity to sit in a yarder and a hands-on experiment in tree measurement. Fuels managers took the group to harvested units and showed the work involved in preparing a site for a burn.

The teens had an opportunity to visit Ukonom Mountain Lookout and look through the "Fire Finder," learning how integral a lookout is to a forest and its users. Silviculture's program included planting tree seedlings for a reforestation project, installing vexar tubing for protection from animal damage, and applying special weed control mats on seedlings. The group was also taken to a 30-year-old plantation that illustrated the future results of reforestation methods. The teens also participated in tracking a relocated elk herd by radio antennae and successfully demonstrated their spotted owl hooting abilities.

On the last day of the program, several local residents and Forest Service employees donated their time, drift boats, life jackets, tackle, and coolers to make an angling trip possible. A friendship gift of Giant Sequoia seedlings was given to the program participants.

#### **Lake Tahoe Basin Management Unit**

The Lake Tahoe Basin Management Unit (LTBMU) sponsored for the second year a Natural Resource Camp for 20 fifth and sixth graders in South Lake Tahoe. The goal of this project was to nurture student interest in careers in the natural sciences and, thereby, develop a culturally diverse pool of future applicants for careers with the Forest Service.

In May of this year, LTBMU resource specialists along with naturalists employed by the South Lake Tahoe Unified School District participated in a joint project to involve 370 sixth grade students in an interactive learning process about our environment. This project, known as Camp Concord Natural Resource Camp, has been ongoing with the school district for several years.

#### **Sequoia National Forest**

The Sequoia National Forest and the Kern River Valley Rotary Club cooperatively developed the Cannell Meadow Ranger District's first accessible campsite at the Fairview Campground on the North Fork Kern River. Additional partners were local businesses, who provided most of the building materials. The site includes a concrete slab of approximately 700 square feet with a gently sloping pathway and an

accessible table, cooking grill, and fire ring. The cement slab was specially textured on the walk way and near fire areas. The Forest Service handbook "Access for the 90's" was used as a guide for all building specifications. The Rotary Club plans to work with the Forest Service on future accessibility projects, the next of which will be an accessible trail from the new campsite to the Kern River.

# Pacific Northwest Region

## Region 6 Regional Office

### The Urban Rangers Program

Working with youth is the most promising way to get minority groups involved with the National Forest. The opportunities for changing the minority perception of the Forest Service lie with the younger generation. The Urban Rangers Youth Camp was designed to give minority youth a "vested interest" in the National Forest. The goal of the program was to provide an educational experience by creating a network of resources to aid inner-city youths in achieving and understanding their relationship with the environment and the necessary skills in managing natural resources.

The Mt. Hood National Forest, in cooperation with the Portland Urban League and seven other major organizations, sponsored the first ever 4-week outdoor summer camp on wheels. The Urban Rangers Youth Camp offered 25 selected inner-city youths, between the ages of 11 and 15, an opportunity to spend 3 enjoyable weeks learning first hand about natural resource management and career opportunities from practicing professionals. They spent 1 week actually putting their experience to use by practicing "urban forestry" in their own communities.

Young people selected to attend the camp were official Forest Service volunteers for 4 weeks. During that time, they spent 2 weeks at the Zig Zag Ranger District, the Columbia Gorge Eagle Creek Ranger District, and the Estacada Ranger District, doing a variety of projects. They spent 1 week working on a project in the Alberta Street Corridor with the City and State Forester, and the final week was spent at the World Forestry Tree Farm in Wilsonville.

The Forest Service and Portland Urban League hope that this program will develop partnerships with culturally diverse organizations in the Portland area, resulting in more involvement with existing informal and formal community services. Negotiations are now underway with representatives of the Portland Public School District to provide academic credit to youth participating in the program next year.

### Tribal Governments Staff Position

The Regional Forester has selected an American Indian, **Les McConnell**, for the position of Tribal Governments Staff Assistant. Les reports directly to the Deputy Regional Forester for State and

Private Forestry. During this past year he has been involved in the following activities:

- Continued implementing Region 6 policy regarding tribal government relations via a Tribal Relations Advisory Group, a special team that advises the Region on current American Indian tribal interest and resource management issues.
- Conducted an on-site review of Forest policy on the Wallowa Whitman National Forest and provided initial liaison services with a neighboring tribe.
- Assisted the Mt. Hood National Forest in establishing a viable review process for a highly controversial timber sale, by which Indian individuals forwarded claims to cultural and religious use sites. Also improved the Forest Service relationship with key tribal government.
- Made a presentation to the Regional Leadership Team, "Introduction to Indian Country," using a preliminary briefing document and a slide presentation to give the Leadership Team a basic understanding of treaty rights and executive order reservations.
- Completed a reference book for educating Forest Service line officials and their staffs as to the styles, characteristics, and intricacies of tribal government operations. This desk guide contains a compilation of two- and three-page briefing papers covering a variety of subjects, including historical perspectives on Indian Policy, tribal status categories, tribal sovereignty, Government to government relations, hunting and fishing rights, consultation with tribes, Indian land categories, trust responsibilities, and other technical and general reference material that will assist the Region in improving its relations with tribal government.

#### **Aviation and Fire Management**

The Region funded two special firefighting crews this year in an effort to reach out into the Portland inner city. The annual project of the Urban Indian Crews was again assigned to the Mt. Hood National Forest and is off and running. In addition, the Mt. Hood and Gifford Pinchot National Forests cooperated in fielding an Inner City Emergency Firefighting Crew. The crew is available for fire assignment for the first time this season.

#### **Day Care**

The Region led the Nation in the development of child care centers, with 13 child care facilities currently operating and 6 more planned. The General Services Administration recently singled out the Region

as being the "shining star" of child care facilities for all Federal agencies in Oregon and Washington. Internally, the Region has been a pioneer of child care facilities and is frequently contacted by other Regions and agencies for guidance.

#### **Mt. Baker-Snoqualmie National Forest**

The Mt. Baker Ranger District, Mt. Baker-Snoqualmie National Forest, was honored with the 1991 Seattle Federal Executive Board Award in the Special Emphasis Programs Category for providing accessible recreation opportunities. The 60-person unit, led by the vision and commitment of District Trails Coordinator Scott Paul, has been extremely active in planning and developing recreation facilities and trails for individuals with disabilities.

The district also held an accessibility awareness workshop to help employees become more aware of the barriers those with disabilities often face. Mt. Baker Ranger District was honored at Recreation University II, receiving the 1990 Region 6 Barrier-Free Project of the Year Award for the reconstruction of recreation facilities and a half-mile interpretive loop trail at the shadow of the Sentinels National Recreation Trail.

#### **Wenatchee National Forest**

In January 1991, Mary Porubek, fuels technician on the Entiat Ranger District, put together a team of interpreters, gathered educational information, and organized a meeting to recruit local Hispanic farm workers for Region 6's first Hispanic Administratively Determined Firefighting Crew.

Area orchardists were contacted to make it clear to them that the agency wanted to share farm employees and not steal them away. Agreements had to be reached so employees could fight fires for up to 2 weeks without risking their long term farm employment.

More than 30 farm workers volunteered for training to qualify them for firefighting assignments. The week-long training consisted of both classroom and on-the-ground simulations of a fire situation. Trainees were instructed on how to fight a fire aggressively and safely. Mary, along with other bilingual employees, taught the session in both English and Spanish.

Many of the Hispanic farm workers called the training an opportunity to acquire new skills and learn about our local forests. Since the training, the Hispanic fire crew, now called the "Entiat Dragons," has successfully worked on at least one fire and is ready when needed in the future.

## Southern Region

### Region 8 Regional Office

The Regional Office Forest Pest Management Staff, through the work force diversity program, hired two women in the entomology field, including a co-op position in pathology and a diversity development position in entomology. This hiring will enhance Forest Pest Management's program and organizational diversity.

The Procurement and Property Unit furnished and staffed a 3-day exhibit at the Georgia Minority Supplier Development Council Fair in Atlanta, Georgia, which won first place in the Government Buyer's Division. This unit also reported that the Region exceeded its 1991 Procurement Preference Goals in procurements from 8(a) certified minority contractors, with more than \$3.1 million in contracts.

The Civil Rights Staff, in conjunction with Public Affairs and Recreation, developed a 9-minute video highlighting minorities, women, and persons with disabilities in various disciplines of work environment. The primary use of the video is to be for the "Pathways to Diversity" exhibit. The video has been translated into Spanish and will be open captioned for hearing impaired individuals. The "Pathways to Diversity" exhibit has been modified to include persons with disabilities in the illustration of the exhibit.

The Engineering Staff was a key player in implementation of the Urban Tree House Project in the city of Atlanta, Georgia. The unit provided all of the professional engineering services for the project. The Urban Tree House Project is an outreach effort designed to acquaint inner-city kids with the National Forest System.

The following were 1991 personnel moves around the Southern Region:

- **Melvin Booker**, a black male, was selected as Operations Group Leader in the Regional Procurement and Property Staff Unit. He transferred from the Washington Office Procurement Policy and Analysis Group.
- **Libby Williams**, a black female, Operating Accountant in the Regional Fiscal and Law Enforcement Staff Unit, was selected for the Budget and Finance Section Head position on the National Forests in Mississippi.

- **Ron Escano**, a Hispanic male, was selected Staff Officer for Fisheries, Wildlife, Water, Air, and Soils for the National Forests in North Carolina. Ron transferred from Regional Fisheries, Wildlife, and Staff Unit.
- **John Yancy**, was selected as Forest Supervisor, National Forests in Alabama. He is the first black selected for this position in Alabama.
- **Demica Virgil**, was promoted to the position of District Staff Officer for Timber, Lands, and Special Uses on the Caribbean National Forest. She is the first Hispanic female to be selected for this position in the Southern Region.
- **Gretchen Merrill**, a white female, was selected Timber Staff Officer on the Jefferson National Forest. She was a District Ranger and transferred from the White River National Forest in Region 2.

### **George Washington National Forest**

The George Washington National Forest was the first to hold a Natural Resources Career Camp (NRCC) in the Southern Region. This year marked the completion of the sixth camp on the Deerfield Ranger District. It has achieved its goal of educating young people and sparking their interest in the natural resources field. The importance of the NRCC is demonstrated by the placement of 26 former NRCC enrollees in summer seasonal positions on National Forests in the South and by having 18 of them enrolled in colleges in forestry-related and cooperative programs.

A retired educator, former volunteer, and current employee on the George Washington National Forest and her husband, a retired oceanographer turned volunteer, have made headlines by winning awards in 1991. The couple first won the State of Virginia Take Pride in America Award for their work in developing interpretive programs, producing a recruitment volunteer information booklet, developing photography and multimedia materials, and representing the Forest at local, state, regional, and national activities. This Forest Service employee was also named winner of the Chief's Volunteer Program National Award in the "Employee" category. In addition, the couple was selected winners of the National Take Pride in America Award.

### **National Forests In Alabama**

The National Forests in Alabama have been providing sign language classes to the employees in the Supervisor's Office. The classes are being provided to improve communications between these employees and two hearing impaired persons in the mailroom.

### **National Forests in Florida**

The National Forests in Florida participated in an exchange program with the Caribbean National Forest. The objectives of this pilot program were to help employees gain a better appreciation of the differences in values, attitudes, and behaviors in the workplace by allowing them to work in a different cultural setting and to broaden career interests and work experiences. Several participants have already expressed interest in transferring to the visited units.

### **National Forests In North Carolina**

The Uwharrie Ranger District inaugurated its new information radio station. The AM station serves the Hispanic community by transmitting Spanish-language messages about Forest Service activities, recreation facilities, and services, such as the firewood program. The station, with a coverage of 15 square miles, reaches out to a Hispanic population of approximately 300 persons.

### **National Forests In Texas**

The Angelina Ranger District, National Forests and Grasslands in Texas, sponsored another successful residential Natural Resource Career Camp with 30 volunteer students participating. The 2-week camp focused on introducing minority and female high school students to natural resource careers. Two white females returned for the second year, one of whom worked the remainder of the summer on a district; both will major in forestry when they begin college this spring.

### **Ouachita National Forest**

The evolution of the emergency firefighting crews employing primarily minority personnel has been a significant accomplishment. This effort includes six Native American crews in Oklahoma trained and managed by the Ouachita National Forest, one interagency crew in Puerto Rico and the Virgin Islands, and one regional interagency hotshot crew trained and supported by the National Forests in North Carolina.

The personnel service center on the Ouachita National Forest received the Department of Agriculture's Office of Advocacy and Enterprize Partnership Award in August, a group award that recognized eight employees. The purpose of the award is to formally recognize USDA Employees and other professionals working with the USDA who promote equal opportunity in employment and program-related activities, exhibit outstanding leadership, and contribute to excellence in the management of such programs. Of 58 jobs filled this fiscal year, 72 percent were filled with women and minorities.

The Ouachita National Forest's Black Emphasis Program Manager sponsored the first city-wide workshop held in the minority community in Hot Springs, Arkansas. The 2-day workshop represented employee efforts to disseminate information about the National

Forest System throughout the black community. The presentations included highlights of the Ouachita Job Corps Center, with special emphasis on the co-op program; recreational opportunities on the Ouachita National Forest and the National Forest System as a whole; and sessions on contracting and procurement and careers with the Forest Service.

The Ouachita and Ozark-St. Francis National Forests sponsored a Natural Resource Leadership Camp. The camp, held at Camp Clearfork on the Womble Ranger District of the Ouachita National Forest, included 28 students from high schools in Arkansas and Oklahoma. The Forest Service will maintain contact with the students throughout the year to keep them interested in the Forest Service and environmental education.

## Eastern Region

### Region 9 Regional Office

The Eastern Region has made tremendous strides in making sure that "Equal Opportunity is for Everyone." The region established and filled the position of Director of Human Resources with **Manuel Archuleta**. Manuel is personally committed to making the Eastern Region a multicultural organization. Through shared leadership efforts, the Region is striving for a Human Resources Program that creates an environment in which the level of fulfillment on the job results in a level of productivity which meets the organization's goals. The Human Resource Programs are guided by the principles of the Forest Service management philosophy and the vision outlined in the Regional Strategy Plan to achieve a high level approach to human resources based on diversity, professional/technical excellence, empowerment, and personal fulfillment. A Regional Task Force was established to focus on these goals, and an action plan was developed.

Actions are currently being carried out in these four major areas.

- **Leadership.** The region has defined new evaluation criteria and credit level definitions for leadership positions.
- **Customer Service.** The region is making a shift from our traditional personnel processing functions to the broader arena of Human Resource Programs. Criteria has been developed to assist units in evaluating and improving their current programs.
- **Employee Development.** Access to quality career/life planning is essential to enable employees to balance personal lives, resulting in job satisfaction. New ways of delivering training have been developed and implemented in the Eastern Region, such as the Eastern Region University Systems and Management As a Profession (MAP) I and II.
- **Supervision.** There is a critical need to select supervisors that can provide quality supervision to a multicultural work force. Revised supervisory training is being developed.

## **Accomplishments**

### **Training and Development**

In fiscal year 1991, the Eastern Region conducted sexual harassment prevention training for supervisors, managers, and employees called "Intent vs. Impact." This videotape program takes a unique and effective approach to dealing with sexual harassment within the Forest Service. Part One, 3-1/2 to 4 hours in length, is targeted for managers and supervisors, and it addresses roles, responsibilities, and liabilities. Part Two is geared for nonsupervisory employees, and it clearly gives the legal basis for a sexual harassment complaint and shows employees how to identify and stop unwelcome behavior.

This training was given on eight National Forests in Region 9, to the Strategy Team of the Regional Office and Office of General Counsel, Director/Assistant Directors of the North Central Forest Experiment Station, and the Willamette National Forest Leadership Team. The success of the program stems from the fact that the information is co-delivered by a female and male trainer within the Region. To date, this training has given over 500 employees a better grasp of this topic, the result of which will be a greater mutual respect and understanding: "Treating people the way they'd like to be treated, not the way we think they'd like to be treated."

### **Outreach and Networking**

#### **Lake States Inter-Tribal Conference on Forest Resource Partnerships**

The Eastern Region/State and Private Forestry (S&PF)/Research, in conjunction with the Great Lakes Inter-Tribal Council and the BIA, sponsored a conference on Forest Resource Partnerships. The conference objectives were as follows:

- To provide a forum to make Lake States Tribal Governments aware of the Forest Service, BIA, and State programs and opportunities to work together.
- To make Forest Service, BIA, S&PF, and State agencies aware of tribal government needs and interests in cooperative efforts and of tribal government structure and functions.
- To identify ways tribal governments can participate in Forest Service, BIA, and State programs and discuss delivery systems that can be used to implement these programs.
- To strengthen existing commitments and develop new ones and establish working relationships between tribal governments, Forest Service, BIA, and State agencies.

The conference provided a forum where concerns were shared, opportunities discussed, and commitments were renewed to working together.

#### Diversity for Success

A 3-day leadership conference, "Human Resources/Natural Resources: Diversity for Success," organized by the Midwest Women in Natural Resources was held at Stevens Point, Wisconsin. The Eastern Region was the lead agency for this session, provided two regional employees to be on the planning/steering committee, and helped develop this successful conference. The conference, attended by over 230 people, explored the challenges and opportunities brought about by cultural diversity in the traditional natural resources and environmental protection professions.

The conference had particular relevance to natural resource and environmental protection administrators, professionals, and future leaders of the upper midwest. It addressed not only work force diversity at the organizational level, but the need for organizations themselves to adapt, reflect, and capitalize on the experience, values, and priorities of the population as a whole.

The following issues were addressed:

- Multicultural and environmental ethics and values
- Leadership and administration issues
- Tools for dealing with entrenched systems
- Career and life balance

#### Work, Earn, and Learn Program

The "American Indian Natural Resources Careers Program" is designed to give American Indian high school students with an interest in natural resources a real-life taste of what to expect academically and within the work environment if they pursue a Natural Resources career.

The program is cosponsored by the Chippewa National Forest, the Minnesota Department of Natural Resources, Itasca Community College, and the University of Minnesota's College of Natural Resources and partially funded by the Blandin Foundation. The program has completed its second year and has reapplied for funding from the Blandin Foundation.

During the program, students attend classes on campus for 2 weeks at a junior college, 1 week at a university, and 2 weeks at a Natural Resource Reserve. Hands-on application of knowledge is emphasized throughout the curriculum. Students have an opportunity to earn a

## **White Mountain National Forest**

weekly stipend along with up to three college credits. A final project designed by the students integrates the knowledge and experience of the academic sessions with the work environment. This year's project was to design a timber sale.

The White Mountain National Forest would like to introduce **Janet Zeller**. Janet is the new Regional Office Access Coordinator, who works with various groups and agencies as a consultant, instructor, and site evaluator for accessible outdoor recreation. Her articles have been published in a number of magazines and she is the co-author of the book "Canoeing and Kayaking for Persons with Disabilities." Janet is a welcome addition to the Eastern Region.

In fiscal year 1990, the Eastern Region provided a Train the Trainer—Valuing Diversity session. The objective was to train facilitators throughout the Region on how to plan and implement diversity awareness sessions on their individual units. During fiscal year 1991, the Region held over 20 sessions, in which the geographic culture was compared to current Forest Service culture on individual units, then an appropriate session was delivered, geared around acceptance of a culturally diverse work force.

The Monongahela National Forest hosted a 2-day session, with a built-in component on the Appalachian culture, which provided participants with the Myers-Briggs Type Indicator that helps individuals become aware of their personality preferences and assesses strengths and weaknesses in a positive manner. Another part of this session addressed Native American culture and featured a speaker who addressed the topic of living with disabilities.

The Superior National Forest has held six diversity sessions to date and has brought the Copeland-Griggs Valuing Diversity message to 275 employees on the Forest. Wonderful examples abound of how it makes a difference in day-to-day human relations on the Forest.

The Chequamegon National Forest held a 1-day awareness session titled "Profiles in Change." A highlight in the agenda was Dr. Edwin Nichols, who spoke on American Culture.

## Alaska Region

### Region 10 Tongass National Forest—Stikine Area

**Darlene Hall** received her first paycheck in 10 years after her sister-in-law convinced her to apply for employment with the Forest Service. Darlene is a member of the clerical staff in the Supervisor's Office.

Darlene is legally blind as a result of Stargardt's Disease. With assistance from the Alaska Vocational Rehabilitation Program and Mike Ricker, Stikine's Special Emphasis Program Manager, equipment was identified to expand Darlene's current work activities. The equipment will include a special text-enlarging computer terminal, television, and, possibly, a voice synthesizer to assist with accuracy on the computer.

### Tongass National Forest—Chatham Area

A week-long Career Camp provided 17 students from high schools around the State of Alaska with hands-on experience with natural resource activities. The camp, held at the Corner Bay Work Site (Sitka Ranger District), introduced the youths to a variety of Forest Service tasks. Working with a variety of professionals, they marked timber, surveyed streams, monitored wildlife, and scaled logs.

### Chugach National Forest

In celebration of National Fishing Week, the Chugach National Forest, in partnership with the Alaska Department of Fish and Game and Challenge Alaska, hosted a "Get Hooked on Fishing" day. During the event, which was held in Portage Valley, 129 children under 16 years old fished from a pond stocked with rainbow trout. A specially designed fishing pier provided accessibility for persons with disabilities.

# Pacific Southwest Forest and Range Experiment Station

The Pacific Southwest Research Station made significant progress in several of the programs instituted in the previous year. Most notable were the following:

## Station Director

**Dr. Barbara C. Weber** is the first woman to be appointed by the Forest Service to serve as acting director of a research station. Barbara competed under the Senior Executive Service Program (another first) and was selected to become Station Director, Pacific Southwest Forest and Range Experiment Station, beginning in October 1991. Dr. Weber began her Forest Service career in 1975 as a researcher at the North Central Station, Hardwood Research Unit, Carbondale, Illinois, then advanced to project leader in 1984. She was named a Congressional Fellow in 1986 and, for 6 months, worked for Congressman Doug Walgren of Pennsylvania, then for Senator Chic Hecht of Nevada. In 1985, Barbara was assigned to the Washington Office as staff assistant to the Legislative Affairs staff, then assistant to the Deputy Chief, Research, prior to accepting the Pacific Southwest Research Station assignment. Dr. Weber earned a Bachelor of Science degree in biology at Viterbo College, LaCross, Wisconsin in 1969; a Master of Science degree in entomology at the University of Minnesota in 1971; and a doctorate in zoology at Southern Illinois University at Carbondale in 1974.

"I think PSW is going to be an exciting place to work because of the diversity, because of issues that are facing the station and California, and because California is at the forefront of what is happening in the Forest Service," says Barbara. The employees are just as pleased to have Dr. Barbara C. Weber as the new Station Director.

## Commencement 2000

The Pacific Southwest Research Station and the Pacific Southwest Region jointly designed, developed, and implemented a new program, aptly named "Commencement 2000." This innovative approach to development of an applicant pool provides for an active linkage of curriculum between schools at varying grade levels and the involvement of parents, students, the various communities, businesses, nonprofit foundations, churches, and the Forest Service in a program dedicated to pre-career awareness and training. Central to the program is student preparation for the educational prerequisites,

providing early support for the students and teachers, and increasing their awareness of the variety of career options and opportunities within the Forest Service.

Partnerships were developed with educational institutions at the elementary, junior high, high school, 2-year college, and 4-year university levels to influence and educate children, youths, and young adults about natural sciences and environmental studies and to increase their awareness of career opportunities in those disciplines. An Educational Task Force, representing the various institutional levels, first met in June 1990 to outline the vision, design the program, and to develop strategies for implementing Commencement 2000. The high point of these efforts was reached on May 13, 1991, in Oakland, California, when all of the participating educational, civic, and community leaders joined the Pacific Southwest Research Station and Region in formally launching the Commencement 2000 program in a public "Memorandum of Understanding" ceremony. Oakland, California, was selected for the pilot testing of Commencement 2000 because of its large and culturally diverse population.

The enthusiasm and support shown by the participating students, their parents, educators, businesses, and community leaders suggest that the Commencement 2000 program is on the right track. The Pacific Southwest Region and Research Station have created a process to assure attainment of the goal of having the skilled potential applicants for employment necessary to achieve a multicultural organization in the years ahead.

#### **PEW Scholars Program**

Dr. Constance Millar, Research Plant Geneticist, received a \$150,000 grant from the PEW Scholars Program, which is governed by the PEW Charitable Trust, for her work as an environmental problem solver. She is 1 of 10 winners selected from a variety of disciplines, ranging from energy conservation to genetics, and will receive \$50,000 annually for 3 years to support any professional endeavor at the location of her choice. Dr. Millar plans to use the funds to assist in further development of research programs at the Center for Conservation of Genetic Diversity, which she, along with nine other scientists, established last year at the Institute of Forest Genetics, Placerville, California.

#### **Consent Decree**

During the third year of the Consent Decree, the Pacific Southwest Research Station successfully continued to implement the 54 action items outlined in the station's Action Implementation Plan within the time frames established by the court. The most noteworthy accomplishments include:

**Career Counseling Program.** This program continually provides one-on-one short and long term career counseling and offers annual Career Assessment Workshops, and Career Resource Centers are maintained at each location. Quality control of the IDP 6100-2 process is maintained; the appropriate staffs are provided with input regarding supervisory ratings at annual performance review time and "Career Counseling for Supervisors" training. Both the Career Pathing and Scientific Technical Training Programs are closely monitored.

**Career Pathing Program (CPP).** The CPP was advertised twice during its third year. The participant selected for the first vacancy just completed the exposure phase of her plan and will now begin the training phase to qualify for an entry level position in accounting. The second vacancy is currently open to all applicants. This program has been institutionalized by inclusion as a Pacific Southwest supplement to the Forest Service Manual and Handbook.

**Scientific Technical Training Program (STTP).** This program was established to provide training and developmental opportunities to enhance employees' competitiveness for higher level scientific positions. Of the five women selected to participate, three have been promoted to higher level positions in a scientific technical series, one was selected for a change in series, and one is on leave of absence. This program has been institutionalized by inclusion as a Pacific Southwest supplement to the Forest Service Manual and Handbook.

**Consent Decree Implementation Fund (CDIF).** The station's allocation of the \$1.5 million fund, established by Article IV(G) of the Consent Decree, amounted to \$175,000. During the third year of the CDIF, the station provided funds for 54 women to enhance their marketable skills through education and training at schools of their choice. The education and training selected was more extensive than that normally offered through the IDP 6100-2 process. A similar fund has been proposed by the Training Task Force for station-wide implementation.

**Focus on the Future Symposiums.** Three informational sessions, entitled "Focus on the Future," were conducted during the year. These sessions were designed to assist employees in understanding what the end of the Consent Decree could mean and as a symposium to focus on what was learned during its implementation. Employees were provided information which included a brief history of the Consent Decree, an assessment of the Consent Decree programs, and a presentation titled "Work Force 2000: A Vision and a Challenge." At each session, the employees were provided opportunities to make suggestions/recommendations on what Consent Decree programs should be continued and/or adjusted for Station-wide use in future years.

Station Director Barbara Weber established three task forces to study the information gathered at the Focus on the Future sessions and to provide recommendations to station management on the foremost issues: training, recruitment and outreach, and retention.

**Interim Goals.** The station met or exceeded the interim goals established by the implementation plan in regard to representation of women in all PATCO categories.

**Skills Bank.** Processing times have been improved and online help features expanded. Employees may now access their own Unit/Subunit information using Verify to change fields, and temporary employees will soon be able to input their personal information in a Skills Bank file. The Skills Notes newsletter keeps all employees informed of the latest guidelines for using the Skills Bank. The Skills Bank was included in the list of programs recommended by the Washington Office Evaluation Team for Service-wide use.

## **Rocky Mountain Forest and Range Experiment Station**

A 10-day Natural Resources Summer Camp included the participation of 16 Native American students representing tribal community colleges in Montana, New Mexico, Oklahoma, and South Dakota, along with 3 Colorado State University (CSU) faculty members. The camp was organized by the Rocky Mountain Station's Native American Liaison, Joe Mitchell, in coordination with the CSU Range Management Department. Funding for the course was provided by Washington Office Range Management.

The students who attended have aspirations of pursuing degrees in the natural resources field and were from colleges with 2-year natural resource study programs or colleges interested in establishing natural resource curricula. Students received two college credit hours for attending the Range-Watershed Survey course. The course was a mixture of experiences, including lectures at CSU, field trips to various field locations, slide-shows, and sharing of experiences from the individual reservations. Subject areas covered were integrated resource management, range management, watershed management, and range-watershed management.

During the first 4 days, lectures were presented at CSU and field trips were taken to Sheep Creek and the Shortgrass Steppe on the Arapaho and Roosevelt National Forests. The group then travelled to the Rocky Mountain Station's Manitou Experimental Forest near Colorado Springs, Colorado. Daily field trips were taken to various locations to witness natural resource management activities actually being carried out by professionals. They also visited projects being conducted by the BLM, Soil Conservation Service, and Trout Unlimited. Along with the course work and field visits, the students enjoyed visits to Pikes Peak, Garden of the Gods, and the Air Force Academy.

Deborah M. Finch, a Research Biologist with the Station's Wildlife Habitat Relationships in the Central Rocky Mountain Unit in Laramie, Wyoming, was featured in USDA's "Building on the Framework for Change, Women in USDA" publication. Dr. Finch coordinated an international, interagency program designed to explain why populations of migratory bird species are declining.

The Leadership Team at the Station adopted a recommendation from the Station's Human Resources Committee to establish a separate fund to support and promote employment opportunities for HBCU's and the 1890 schools. Students who participated this year were:

- Deana Hopkins from Howard University, who worked as a GS-4 Biological Aid—Wildlife in Fort Collins, Colorado, for the Atmospheric Deposition in Natural Ecosystems of the Western United States.
- Dominic Stewart from Alabama A&M University, who worked as a GS-4 Forestry Technician in Fort Collins for the Pest Impact Assessment Technology Unit.
- Lorraine Conley from Langston University, who worked as a GS-4 Biological Aid in Tempe, Arizona, for the Effects of Forest and Range Management Practices on Fish and Wildlife Habitats and Water Quality in the Southwest Unit.

Jorge Varges, Merletta King, and Eric Carbaugh, minority students in Lincoln, Nebraska, worked with scientists in the Protection and Improvement of Trees in the Great Plains Unit, collecting insects and soil samples and learning about the research for which they will be used. The job employment program was conducted by the Hispanic Community Center's Teen Employment, which wants to do more than just find jobs for young people. One of their objectives is to encourage high school students to remain in school and not become dropouts. Students are provided counseling as well as the job experience.

Anna Schoettle, Plant Physiologist, Ft. Collins, and Louise O'Deen, Biogeochemistry Lab Manager, Fort Collins, participated as judges at the Colorado State Science Fair held at CSU. Anna coordinated the judges for a special award from the Promethium Chapter of Iota Sigma Pi (National Honorary Society for Women in Chemistry). The award, for the Best Project in Chemistry at the fair for junior and senior high school exhibitors, was given to Leah Zimmerman of Rocky Ford, a seventh grader at Jefferson Middle School, for her project, "pHertilizers—Will they alter the pH of the soils?" As a result of this experience, the station has initiated a Rocky Mountain Station Science Fair Award for outstanding projects in the natural sciences at state, regional, or local science fairs. Funds have been committed for a \$100 award for the winning project in each of the states represented by the station.

As a followup to the National Diversity Conference, the station employees who attended created a program entitled "Together Again." The program was a condensation of the 3-day "All Together Now" conference held in Atlanta. The station team took excerpts

from the conference tapes and wrote scripts covering all the activities they had experienced. The 4-hour condensed program was presented at two locations in Fort Collins and at all of the station lab facilities. As a result, all of the station employees had an opportunity to hear and see the messages from the National Diversity Conference.

The station Leadership Team has taken the challenge presented by the Chief to add diversity to its membership. Vacancies on the team allowed us to recruit and hire two new members: one woman, Marcia Patton-Mallory, Planning and Applications Assistant Director, GM-14, and one black male, W. L. "Rocky" Boyd, Jr., Administrative Officer, GM-13.

Three awards were given to station employees for outstanding accomplishments in the civil rights field. Doug Fox, Meteorologist, received an award for his work with Howard University in developing a course to teach specific ecological concepts relevant to alpine ecosystems at the Glacier Lakes Ecosystem Experiment Site in the Snowy Range Mountains of Wyoming and Colorado. Terry Shaw, Research Plant Pathologist, received an award for his leadership of the station's Human Resources Committee and the Diversity Conference Committee. George Garcia, Forestry Technician, received an award for his outstanding representation of the Hispanic Employment Program for the station, his part in the outreach to minority communities, and the role model he provides for all Hispanic employees.

## Southeastern Forest Experiment Station

### Co-op Program

To attract more minority college students to Forest Service professional positions, the Southeastern Forest Experiment Station has pioneered a new cooperative education agreement with Alabama A&M University. The new program will accelerate the training and employment of minorities in the Forest Service and will more than triple the number of forestry majors at the university. On September 5, 1991, a signing ceremony was held at Alabama A&M University in Normal, Alabama, for a proclamation to train undergraduate and graduate students in forestry and related subjects.

Alabama A&M was chosen for this program because it is the only HBCU institution offering a forestry degree program; it also has a doctoral program in plant and soil sciences. Funding under the new cooperative agreement will increase the university's forestry student enrollment from 30 to about 110. The university will use the increased funding to hire two new forestry professors. This will allow them to offer 15 forestry and related courses annually rather than in alternate years. They also plan to move their emphasis from forest operations (harvesting, resource utilization, business, and personnel management) to mainstream forestry (forest management, forest genetics, biology and biotechnology, and forest business and economics).

Hoyt L. Abney, Assistant Director for Administration at the Southeastern Station, will administer the program and supervise a GS-12/13 campus coordinator. Hoyt designed two previous pilot programs with Alabama A&M, which offered the same student benefits as the new program. The second pilot program targeted business majors who plan to minor in forestry. It is a Service-wide program with candidates placed throughout the country. The station now has seven students from the two pilot programs; two of the seven will graduate next spring and become permanent employees.

### Work Force Diversity Conference

"Today, Tomorrow, Together!" was the theme of the Southeastern Forest Experiment Station Conference held in Charlotte, North Carolina. Over 350 employees from research work units and headquarters met to learn from a variety of speakers. The stated objectives of the conference were to encourage employees to be aware of differences among individuals in the work place, to enhance and promote individual self-esteem through appreciation of differences, to celebrate our successes, to explore future challenges facing our work force, and to provide an opportunity for employees to interact and get to know each other better.

The conference opened on Tuesday evening with a social, which featured a presentation of awards by Acting Station Director Calvin F. Bey, who also opened the Wednesday morning session. The keynote speaker was Station Editor Robert Biesterfeldt whose topic was "What's in It for Me?" At the Wednesday luncheon, Dr. Frederick S. Humphries, President of Florida A&M University, spoke on his school's relationship with the State university system.

An award was presented to Lamar Beasley, from the Station's Special Emphasis Program Managers, expressing thanks for his support of their programs during his term as Station Director, 1988-1991. Lamar, in closing the conference, expressed the hope that the station's progress toward a multicultural work force will continue. To this end, the station has established a task force with representatives from each research work unit and section to draft a comprehensive Station Action Plan.

## Southern Forest Experiment Station

### **Research Unit Established at 1890 University**

A research work unit has been established at Alabama A&M University by the Southern Forest Experiment Station. Alabama A&M University is an 1890 HBCU located in Normal, Alabama (near Huntsville). The research work unit title, Biotechnology of the Southern Pines and Hardwoods, reflects the emphasis of its research. This research unit, housed in the university's Department of Plant and Soil Sciences, presently consists of three station scientists, who help teach classes, guide graduate students, and collaborate with faculty in research efforts. The station is working toward the expansion of the unit to 5 full-time scientists, 5 postdoctoral scientists, and 10 to 20 graduate student assistants. The objective of establishing a research work unit at Alabama A&M University is twofold. One is to conduct research on tree breeding systems. The other is to provide a visible Forest Service presence on the campus of an HBCU in an effort to recruit and train graduate students in disciplines that lead to professional careers in research at a Forest Service experiment station.

### **Research Unit Established at 1890 University**

In continuing minority outreach efforts, the Southern Forest Experiment Station has established an Outreach Coordinator position in the personnel management series. The primary duty of this position is to increase the station's recruitment and outreach efforts and provide technical assistance to station staff in the area of minority recruitment. Additionally, the station successfully recruited two females to fill postdoctoral positions and advanced two minority females to permanent professional positions.

## Forest Products Laboratory

### Mentoring Program

Plans for the Forest Products Laboratory Mentoring Program were initiated in April 1989 by an ad hoc committee of interested employees. After the program was approved for implementation, a Mentoring Committee was established. The committee arranges training of potential mentors and "mentees," matches mentor-mentee pairs, and monitors the progress of mentor-mentee relationships through periodic followup calls and visits.

The Mentoring Program runs on a year-to-year basis. Mentors and mentees decide whether a proposed match is acceptable and agree to meet for 1 year. Their partnership begins after they complete separate workshops. They are allowed to use an average of up to 1 hour of official time per week for mentoring discussions.

In fiscal year 1990, 13 mentor-mentee pairs participated in the program. Employee participation doubled in fiscal year 1991—from 13 to 27 pairs. Since the program began, a total of 61 individuals have been matched in formal relationships, with some participating as both mentor and mentee. The participants are permanent and temporary employees in professional, administrative, technical, clerical, and wage grade positions. The 31 current mentees are in grades GS-2 through GS-13; 22 of them are women, and 5 are minorities. Of 35 mentor candidates, 17 are women, and 1 is a minority. The mentors are in grades GS-5 to GM-15, including 4 members of the Director's Office staff and 16 supervisors.

The mentees are very pleased with the program and what it says about the laboratory's commitment to helping them with their careers. Some have been promoted recently or transferred to positions with growth potential. Other mentees are working with their mentors to explore career options, develop action plans, or resolve work-related problems. The mentors report satisfaction with helping fellow employees and gaining insight about people at different levels, in different organizational units, and across cultures.

### Forest Products Research Conference

The 1991 Forest Products Research Conference, held at the Forest Products Laboratory, included the faces of the future, a dozen science and engineering students, and faculty from HBCU's. These individuals represented Clark Atlanta, Florida A&M, Jackson State, North Carolina A&T, and Tuskegee. Their attendance was sponsored by the Forest Products Laboratory Civil Rights and Employee Development Organization, which supported their travel and provided orientation.

The theme of this year's conference was "Environmental Impacts of Wood-Based Products and Processes: A Mandate for Change." About 100 researchers and research users from universities, government, academia, industry, and environmental groups attended. During the meeting, Forest Products Laboratory personnel staff and scientists explored with the visitors opportunities for employment, cooperative research, and consultation. Next year, students and faculty from other schools with large minority populations will also be invited.

#### **Workplace Diversity Awards**

The Forest Products Laboratory was recognized by the Madison, Wisconsin, Equal Opportunities Commission as a leader in providing equal employment opportunities and enhancing affirmative action efforts for women, racial and ethnic groups, and people with disabilities. The laboratory received 2 of 10 awards given in 1990 to area employers for workplace diversity programs: a plaque for outstanding achievement in cooperating with HBCU's and a certificate of merit for its Mentoring Program.

#### **Work Force Diversity**

Having a comprehensive written recruitment plan for each permanent position contributed to filling 19 of 29 permanent vacancies with highly qualified women and minorities. The plan guides outreach efforts by specifying actions to be taken and responsible persons. It also documents the efforts made to recruit a diverse group of candidates and serves as a guide for filling future positions. The laboratory increased its commitment to the Cooperative Education Program by agreeing to maintain a total of 10 positions, up from 2 positions a short time ago. During fiscal year 1991, 4 of 5 new Cooperative Education positions were filled with women and minority students, and 24 of 41 temporary employees hired this year were from Equal Employment Opportunity (EEO) target groups.

## Resources in Civil Rights

### Washington Office

*Building a Better Tomorrow*, 3/4-inch cassette and VHS, 25 minutes (1990). This new video and description flier on Forest Service Human Resource Programs have been distributed to field units. Closed-captioned copies along with a decoder also have been distributed. The main theme of the video is the satisfaction and personal growth derived from participating in these programs. The diverse individuals, who have worked in Human Resource Programs and been photographed on the job, express their gratitude for the personal benefits gained from these programs. This video offers versatility in its use for a variety of audiences, such as showings to prospective partner organizations and businesses and to potential program participants. Copies may be obtained from Human Resource Programs in the Washington Office and in the regional offices.

### Region 1

Some of the following materials may be available on your forest. If not, the tapes, films, and audio cassettes are available by contacting the USDA-U.S. Forest Service Film Library at the University of Montana. Call in advance to make reservations and identify yourself and your Forest Service unit:

Instructional Material Service  
USDA-Forest Service Film Library  
University of Montana  
Missoula, MT 59812  
(406) 243-5976

### Civil Rights and EEO

*Affirmative Action Backlash*, 41 minutes.

*Affirmative Action vs. Reverse Discrimination*, VHS, 60 minutes, color. This program brought together leading representatives of law, government, journalism, academia, and other professions to debate issues relating to Affirmative Action. Is Affirmative Action a fair and practical means of addressing the problem of inequality? Or is it a form of reverse racism? Should the laws be "color blind"? Or is it necessary at this time to become "color conscious" to undo the effects of past discrimination? The goal of the seminar was not to reach agreement on any "right" answers, but rather to put the audience into situations they can escape only by thinking through the issues.

*Assault on Affirmative Action*, VHS, 60 minutes, color. This examines what may be the most profound change in the American workplace in two decades by looking at the Supreme Court's decision against the case of Memphis firefighter, Carl Stotts. Across the country, legal battles have sprung up over claims of race discrimination in hiring practices, this time in reverse. Are qualified whites being passed over in promotions because employers must fill their Affirmative Action racial quotas? Assistant Attorney General William Bradford Reynolds has broadly interpreted the Supreme Court decision and declared Affirmative Action no longer valid. The result of this conflict is increased racial tension in more than one city. Correspondent George Curry looks at this change in the Federal Government's policy.

*Bill Cosby on Prejudice*, VHS, 22 minutes, color. Bill Cosby, one of America's brightest and most delightful comedians, assumes the role of America's composite bigot in this provocative presentation. In a jolting monologue, Cosby draws on many commonly held stereotypes, using a funny, yet biting, tongue-in-cheek delivery to drive home his point: There is nothing humorous about prejudice. By challenging the personal attitudes of his audience, Cosby helps provoke the intelligent, thoughtful discussion and self-examination necessary for people to rethink their own people-destroying prejudices.

*Black and White Uptight*, 16-mm film, 35 minutes, color (1969). This film explores the myths that perpetuate prejudices and the ways in which hate is learned. It presents examples of the ways in which government, business, and black and white people are working together to eliminate hatred and misunderstanding between races.

*Black Anger*, 16-mm film, 30 minutes, color (1968). A group of black men and Spanish-Americans speak about their perspective of the white world. The purpose of this film is to demonstrate how a group of people see the world and their resulting feelings.

*Civil Rights Program (Region 1)*, VHS, 10 minutes, color (revised 1987). This was produced by Region 1 and comes with 6-page supplementary brochure, "Civil Rights—Questions and Answers." It describes major parts of the Civil Rights Program, differences among concepts—such as EEO, Affirmative Action, and EEO counseling—and the organization of programs within the Region.

*Equal Employment Opportunities Teleconference (USDA)*, VHS, 2 hours, color (1986). USDA speakers emphasize the importance of treating every employee fairly and without discrimination. They also discuss team effort and shared responsibility in identifying obstacles to the programs and developing solutions. Panel members emphasize the need for active participation of supervisors and managers in Forest Service EEO programs.

*Eye of the Beholder*, 16-mm film, 25 minutes, black and white (1958). This film dramatizes 12 hours in the life of an artist who becomes involved in the murder of a girl. It shows how he appears to five different people, pointing out that we see what we want to see and hear what we want to hear. It addresses the concepts of perception and projection and teaches caution in judging others.

*Eye of the Storm*, 16-mm film, 25 minutes, color. This documentary explores the nature of prejudice in a dramatic third-grade classroom experiment conducted in a small town in the Midwest—a town without ghettos, blacks, and campus unrest. It demonstrates how quickly wholesome, friendly children can be infected with the ugly virus of discrimination that leads to frustration, broken friendships, and vicious behavior. Host and narrator is Bill Buetel of ABC News.

*If There Were No Blacks*, 16-mm film, 2 reels, 60 minutes, black and white. This thought-provoking film was produced in England, and, although the language and symbolism are sometimes difficult to follow, it offers deep insight into the ills of our society. It is more problem-oriented than solution-oriented and stresses the parasitical side of the human being and his or her need for a scapegoat. Each character is convincing, and the film moves forward with dramatic irony to a shocking but expected end.

*Joshua*, 16-mm film, 15 minutes, black and white. This film depicts the personal conflicts of a black youth, who has always lived in Harlem, who wins an athletic scholarship to a Texas college. About to enter white society, Joshua sees his identity as a black American threatened, and he sets off on a running spree through the park. An encounter with a white boy leads to his realization of the possibilities of a black-white partnership on terms of equality.

*Management, Motivation and the New Minority Worker*, 16-mm film, 45 minutes, color. This documentary explores the problems of integrating a "hardcore" black into a large corporation. The lead man of the new employee presents his case to a panel of experts in the field, describing the apathy and hostility he encounters. The strength of the film comes, not only from the openness of the discussion but, from the fact that this is an actual job in question and real people.

*Northern Region Civil Rights Program*, 10 minutes.

*An Overview of EEO Laws*, 45 minutes, color; *Sexual Harassment*, 15 minutes, color; and *EEO Considerations for Managers*, 15 minutes, color (available as a set of three 1-inch videotapes or on VHS). These tapes were produced by Region 3 and feature attorney Carl Hartmann, a specialist in discrimination cases and a dynamic speaker, who provides a thorough background on EEO legal requirements. The sexual harassment program makes a strong statement

on the serious nature of such offenses and the consequences if a situation leads to a court case, such as the legal and professional effects on the harasser and the personal costs to the harasser, the victim, and the organization. *Note: These tapes are to be shown only within the Forest Service.*

*Tale of O*, carousel slide/tape program, 140 slides and script, 30 minutes. This explores the consequences of being different: discrimination and prejudice. It focuses on two groups: the "X's" (majority group) and "O's" (smaller, minority group). Differences that set the minority group off from the majority may stem from a variety of factors, such as age, sex, race, language, occupation, or status.

*Time for Burning*, 16-mm film, 58 minutes, color (1966). This film portrays the American conscience struggling with the tensions created by the country's revolution in racial relationships. The film documents the white congregation at an Omaha, Nebraska, church attempting to reach out to members of the black community.

*The White Male Club*, 3/4-inch videotape, 59 minutes, color. Dr. Robert Terry addresses a Department of Defense agency audience on the topics of EEO, Affirmative Action, discrimination, and inherent cultural systems and biases in the power structure of organizations in which "The White Male Club" tends to keep women and minorities outside the system. He gives excellent insight into the reasons why progress and change have been slow despite equal opportunity laws.

#### **Motivational and Values Identification**

*Beyond Success: Where Will I Find Life's Meaning When Ambition Is No Longer Enough?*, VHS, 50 minutes, color (1983). This presentation, by Dr. Layne Longfellow, is on understanding the transitions of life. It describes how the task of adolescence is to form one's first adult identity and the task of midlife is to revise that identity. It also shows how, historically, men and women have found separate and different identities and that, during midlife, some couples come together as others come apart. It explores how to make the transition to more fulfilling relationships.

*The Case of the Missing Magnets*, 16-mm film, 11 minutes, color (1961). This film shows how to motivate employees and build morale for better teamwork and productivity. It is from the Modern Management Series.

*Ethics to Excellence*, VHS, 90 minutes, color (1985). This presentation, by Dr. Layne Longfellow, is on understanding and motivating four generations of workers and managers. He shows how our values have evolved from World War I entrepreneurs through Depression-baby type A's to postwar pragmatists. He discusses

what to expect from and how to address different generations and how to motivate others through their own values. The film shows how the world people have seen determines how they will see the world.

*'Everybody Wins*, cassette tape program, 1 hour (1973). This is a presentation based on the transactional analysis approach. Dorothy Jongeward presents the organizational scripts and games in which people and organizations become involved. She shows ways to stop games and to better achieve the results important to the members of the organization.

*'Gellerman on Motivation*, cassette tape program, 1 hour (1971). Saul Gellerman talks with Manny Kay on these topics: "Where Motivation Begins," "Designing Jobs for Motivation," "Goal Setting for Performance," "Money and Motivation," "Fire—Or Demote," and "Making Other Departments Effective."

*'How to Develop the Power of Enthusiasm*, cassette tape program, 1 hour (1964). In this program, Paul Meyer demonstrates the power of enthusiasm, reasons why enthusiasm is important, how to measure your convictions, methods to generate genuine enthusiasm, and the development of interest, knowledge, and confidence in oneself.

*'I Can, The Key to Life's Golden Secrets*, cassette tape program, 1 hour (1973). Success is not a destination; it is a journey. *I Can* is a key to positive thinking and positive action.

*'The Key to Motivation*, cassette tape program, 1 hour (1960). Bob Conklin determines that belief in yourself is the key to motivation. From the cassette, one learns how to develop the belief that motivates and how to apply it to his or her own situation and needs. Positive suggestions are given.

*'Motivation and Discipline*, six cassette tapes, 1 hour. These tapes cover, as the title suggests, topics on motivation and discipline. The tapes are *Common Misconceptions About Motivation*, *The Roots of Achievement Motivation*, *Obstacles to Achievement Motivation*, *Dissatisfiers*, *Defining a Job Well Done*, and *Discipline*.

*The Mountain Waits*, VHS, 60 minutes, color. CBC TV filmed Dr. Longfellow's mountaineering seminar in the inspiring beauty of the Canadian Rockies. It is inspiration combined with admiration, as we watch men and women just like ourselves face the challenge of the mountain. The film chronicles the individual "solo"—24 hours

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*'Distribution is restricted to Forest Service and other Federal Government agencies only.*

alone in the woods—and the group effort of these novice climbers to scale 10,036-foot Mount Ptarmigan in Banff National Park, Alberta. The "summit" for the viewer is self-knowledge: Success in facing the daily challenges of life comes from knowing both one's strengths and limitations.

*Now That's Upward Mobility*, slide/tape, 15 minutes. This is a presentation designed to introduce the concept of upward mobility to supervisors, managers, upward mobility planners, personnel managers, and EEO specialists. It is intended as part of a 1-hour training module involving discussion of the concept and the definition of upward mobility.

*The Stress of Success*, VHS, 100 minutes, color. A dynamic, large-audience visual presentation of Dr. Longfellow's techniques for managing stress and enjoying success. The audience will learn to recognize and manage stress and use it to improve managerial style, to enhance productivity in self and others, and to relax and enjoy success.

\**Success Through Transactional Analysis*, cassette tape program (sides A and B). This covers how understanding why people act as they do makes it possible for trainees to change themselves and their transactions with other people. They find the frustrations that steal the joy from life can begin to disappear.

\**TA for Kids and Grown-ups Too*, cassette tape program (1971). Being okay is realizing that people interact using three distinct levels: the emotional child, the dictating parent, and the rational adult. Keeping these three identities separate within yourself and using the appropriate identity when communicating with another person are what transactional analysis (and life itself) is all about.

\**What You Are Is Where You Were When*, 16-mm film, 90 minutes, color. Dr. Morris Massey explores the area of human behavior, including the role of value systems. This film is designed to help people understand and address their value judgments and to make them aware of the world they live in and the people that are part of this world.

\**What You Are Isn't Necessarily What You Will Be*, 16-mm film, 45 minutes, color. Dr. Morris Massey's sequel to *What You Are Is Where You Were When* addresses how behavioral patterns change with a significant emotional event.

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*'Distribution is restricted to Forest Service and other Federal Government agencies only.*

*You Can Surpass Yourself*, 16-mm film, 28 minutes, color. This motivational film is concerned with risk taking, handling change, building self-confidence, and accepting challenges. It shows that risking failure is necessary to achieving successes. It is suitable for career counseling.

*You Pack Your Own Chute*, 16-mm film, color. This is used to emphasize and dramatize that our unrealistic fears and faulty assumptions are our greatest barriers to success. Eden Ryl (nonswimmer) parachutes into the Pacific Ocean.

*You, Yourself Incorporated*, 16-mm film, 25 minutes, color (1969). Joe Powell speaks about success as a technique to be learned. Responsible choice, courage, and confidence are necessary for self-development.

**Federal Women's Program**

*Hire Him—He's Got Great Legs*, 3/4-inch videotape, 30 minutes, color. This commercially produced tape about sex discrimination was developed within the context of a Federal setting. It explores issues related to sexual discrimination, stereotyping, sexism, and harassment.

*Intent vs. Impact: Employee Training*, VHS, 26 minutes, color (1989). This sexual harassment prevention training program addresses the more subtle forms of sexual harassment and stresses that all employees have the right to work in an environment free of this type of inappropriate behavior. It discusses the fine line between behavior that is acceptable and behavior that constitutes subtle sexual harassment. (FSVT 114) *Note: This tape is to be shown only within the Forest Service.*

*It's a Losing Game*, VHS, 10 minutes (1986). This was produced by Region 1 and developed for use primarily with the seasonal work force. It describes what sexual harassment is, the type of action that may be taken against a harasser, and the steps a victim can take to stop harassment. It is very effective in communicating that sexual harassment will not be accepted or tolerated.

*Making the Workplace More Compatible*, VHS, 35 minutes. Taped during the 1986 Region 4 Ranger Conference, this video is one of four presentations made by an all-women panel of district rangers. Susan Odell, Ranger on the San Bernardino National Forest, makes the presentation.

*Power Pinch*, 3/4-inch videotape and VHS, 27 minutes, color, or 16-mm film, 30 minutes, color (1981), with a workbook (guide). Narrated by Ken Howard, this tape explores the widespread problem of sexual harassment, illustrating and defining sexually harassing

behavior, including more subtle forms. It explains underlying causes for the behavior and shows what management and employees can do to prevent such behavior. It shows how sexual harassment in the workplace can make people the targets for a serious, illegal power play.

\**Professionalism and Excellence in the Workplace*, VHS, 1 hour, color (1987). Produced by Region 1, this presentation is by Patricia Barela Rivera at the Region 1 Federal Women's Program session titled "Reflections," commemorating Federal Women's Week, June 25, 1987. Rivera states, "Today, being a woman is no longer a liability. It is also no excuse to claim special privileges in the job market." She offers a list of things to strive for in becoming more successful in the workplace.

*R-5 Consent Decree*, VHS, 22 minutes. Taped during the 1986 Region 4 Ranger Conference, this video is one of four presentations made by an all-women panel of district rangers. Joanne Roubique, Ranger on the Tahoe National Forest, makes the presentation.

\**Sex Roles and Organizational Culture*, 3/4-inch videotape, 55 minutes, color (1981, with revisions in 1983). This was designed to be used in conjunction with *Sexual Harassment in the Workplace*. This first unit of the 4-1/2 hour short course is designed to provide supervisory and nonsupervisory personnel with a greater awareness and understanding of the changing male-female roles and the resulting stresses and conflicts that they cause in the workplace.

*Sexual Harassment*, 3/4-inch videotape, 15 minutes, color. This was produced by Region 3 and features attorney Carl Hartmann, a specialist in discrimination cases and a dynamic speaker, who provides a strong statement on the serious nature of sexual harassment offenses and the consequences if a situation leads to a court case, such as the legal and professional effects on the harasser and the personal costs to the harasser, the victim, and the organization.  
*Note: This tape is to be shown only within the Forest Service.*

\**Sexual Harassment in the Workplace*, 3/4-inch videotape, 64 minutes, color (1981, with revisions in 1983). This was designed to be used in conjunction with *Sex Roles and Organizational Culture*. This second unit of the 4-1/2 hour short course provides basic information on the Federal Government's policy on sexual harassment prevention and methods of addressing this problem should it occur.

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*We Are Women*, 16-mm film, 33 minutes, color (1972). This film, narrated by Helen Reddy, provides supervisors and employees with an understanding of historical, sociological, and psychological factors influencing today's working women. It uses vignettes to illustrate work-related problems and alternatives to handling situations, so they do not have to be resolved through costly, time-consuming discrimination complaints.

*Women as Agents of Change*, VHS, 25 minutes. Taped during the 1986 Region 4 Ranger Conference, this video is one of four presentations made by an all-women panel of district rangers. Janet Wold, Ranger on the Mount Hood National Forest, makes the presentation.

*Women in the Pacific Northwest (Forest Service)*. Region 6's 3-day Federal Women's Program Conference, VHS, 35 minutes, color, or VHS, 110 minutes, color (January 1987). This set of two VHS tapes was produced by Region 6. The first tape, *Challenging the Future*, is of conference highlights on Forest Service women in Region 6 of various grade levels and occupations, addressing topics and issues of the past, present, and future as they relate to the needs and concerns of women. The second tape, *Value, Tradition, and Culture in the Forest Service*, covers one of the panels from the conference. The panel consisted of first-line managers, who spoke on various topics related to different values, traditions, and cultures in the Forest Service. Presentation titles were: "Commitment to Agency Goals," "Politics in the Forest Service," "Collaboration Between Women," and "Waiting for the Perfect Conditions."

*Women Rangers in the Forest Service: How We Can Do Better*, VHS, 25 minutes. Taped during the 1986 Region 4 Ranger Conference, this video is one of four presentations made by an all-woman panel of district rangers. Mary Moore, Ranger on the Apache-Sitgreaves National Forest, makes the presentation.

*The Workplace Hustle*, 3/4-inch videotape, 33 minutes, color. Narrated by Ed Asner, this video traces legal battles women have waged to secure dignity and equality in the workplace. It points out the steep price employees and organizations pay for sexual harassment in terms of lost working hours, staff turnover, and lawsuits and suggests steps to take for a person who is sexually harassed.

#### Native American Program

*\*Civil Rights: A Native American Perspective*, 3/4-inch videotape, 45 minutes, color, or cassette tape, 90 minutes (1985). This is the keynote address by Dr. Henrietta Whiteman, Director of the Native American Studies Program, University of Montana, at the Northern Region Civil Rights Meeting, March 12, 1985. It is a dynamic

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presentation on the cultural and spiritual values of Native Americans, with specific examples from Cheyenne culture; the history, treaties, and legal background in the relationship between Native American Tribes and the U.S. Government; the perspective of Native Americans on civil rights; the personal experiences of a Native American woman with different cultures; and a comparison of the status of women and minorities in the university system compared to the Forest Service Northern Region.

*Contrary Warriors: A Film of the Crow Tribe*, VHS, 60 minutes, color (1986). This video chronicles the Crow Tribe's century-long battle for survival. It focuses on the life of Robert Yellowtail, a 97-year-old tribal leader, whose courage and brilliance saved Crow lands and traditions. In spite of every effort by the U.S. Government to assimilate the people and acquire tribal land, the Crows have persisted—their language, family, and culture intact. *Contrary Warriors* is a moving, intimate film that reveals Crow life and history from the inside.

*Father Ocean*, 16-mm film, 11 minutes, color (1962). A Quinault Indian uses symbols characteristic of those found on the totem poles and in the arts and legends of the Quinault Indians to tell the story of the legendary Father Ocean.

*Forgotten American*, 16-mm film, 25 minutes, color (1968). This documents the impoverished condition of the Native American—the minimal food and housing, the inadequate educational facilities, the limited employment opportunities, and the continued exploitation by whites. It explores the damaging loss of identity and self-respect. It has commentary by Steward Udall and Seneca tribal spokesman Bob Davis.

*Indian Influences in the United States*, 16-mm film, 11 minutes, color (1964). This film points out that, when settlers came to America, they hunted as the Indians did, planted Indian crops, and used Indian names for towns and rivers. It studies the Indian influence on our art, music, language, foods, and locations of cities and highways.

Johnson, David B., *Indian Tribes of the Northern Region: A Brief History, Description of Hunting & Fishing Treaty Rights and Fish and Wildlife Management Programs*. Miscellaneous Publication, USDA Forest Service, Wildlife and Fisheries Staff Unit, Missoula, Montana, 1990.

*Man of Thunder*, 16-mm film, 22 minutes, color (1978). The National Appaloosa Club retraces the final stage of the 1,500-mile flight by the Nez Percé in 1877. The film focuses on the activities and preparation of the 378 horsemen who travelled for a week from the Missouri River to the Bear Paw Mountains in Montana.

*Montana Inter-Tribal Youth Practicum*, 3/4-inch videotape, 10 minutes, color (1984). This covers the goals and objectives of the annual practicum for Native American high school students, sponsored by the Montana Inter-Tribal Policy Board and the Forest Service Northern Region and hosted by a tribe. It includes scenes from the 1984 practicum at Rocky Boy Reservation, with personal interviews of staff and attendees.

*Mystic Mountain*, 3/4-inch videotape, 15 minutes, color (1985). This explains the resource management simulation model titled "Mystic Mountain," in which participants examine resources, priorities, and management options on a segment of land and develop a management plan. This exercise is used at the youth practicum.

*Native American Program (Northern Region)*, 3/4-inch videotape, 8 minutes, color (1985). This provides an overview of program goals in employment and nonemployment and the role of Native American program managers.

*Nez Percé National Historic Trail Dedication*, 9 minutes. This mixes highlights of the 1991 dedication with historical photographs to tell the history of the trail.

*Ntn-a-saan: Set Here for You*, VHS, color, 32 minutes. Produced by the Six Rivers National Forest in Region 5, this video examines the Native Americans' deep ties to the land and their concern for why we must take care of it. It expresses the need for our managers to expand their understanding of Native American culture, so that we can better meet the needs of the Native American communities by understanding the differences and commonalities of our two cultures.

*Tahtonka*, 16-mm film, 30 minutes, color (1966). This relates the history of the Plains Indians and their buffalo culture from the prehorse period to the time of the mountain men, the hide hunters, and the decimation of the mighty herds. It reviews the ghost dance craze and the massacre of Wounded Knee.

*Timber and Totem Poles*, 16-mm film, 10 minutes, color (1949). In the Tongass National Forest in southeastern Alaska, timber awaits felling and hauling to the mills. The fine ancient art of totem pole carving, in danger of extinction, was revived by the Civilian Conservation Corps under the Forest Service. Native Alaskan Indians in ceremonial garb restore their totem poles.

*Walk in Beauty: Insights Into Southwest Native American Culture*, VHS, 28 minutes, color. Produced by Region 3, this video explains some of the beliefs and practices of Native Americans in the Southwest. It is intended to provide Forest Service managers with a better

understanding of Native American culture by giving our managers an idea of what they might anticipate in the way of Native American input, behavior, and reaction to Forest Service land management policies.

*We Belong to the Land*, 16-mm film, 30 minutes, color. This film was produced by Humboldt State University to encourage Native American youth to explore opportunities in natural resource careers.

*Working With the Native American Community*, VHS, 18 minutes, color. Produced by the Six Rivers National Forest in Region 5, this video describes the efforts to open communications and enhance relationships among the Forest Service, several other Federal and State agencies, and local tribal organizations in California. It shows some of the issues discussed at a Forest Service-sponsored workshop held in Eureka, California, in September 1984.

*A Working Relationship*, VHS, 35 minutes, color (1990). In this new video, Dr. Jeanine Pease-Windy Boy, president of Big Horn Community College, Crow Agency, Montana, presents an overview of Native American culture. The video helps viewers better understand the heritage and culture of Native Americans and how they are being integrated into mainstream society.

*The Yellowstone Trail*, 16-mm film, 20 minutes, color (1974). This film covers a 5-day back-country journey by the National Appaloosa Club in 1973, retracing the Yellowstone segment of the epic flight of the Nez Percé Indians in 1877.

#### **Disabilities Employment Program**

*The Blind/Visually Impaired Worker*, slide/tape program, 109 slides, 1 audiotape, 1 guide. This was designed to help prepare workers for the entry of a blind or visually impaired person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*The Cerebral Palsied Worker*, slide/tape program, 52 slides, 1 audiotape, 1 guide. This was designed to help prepare workers for the entry of a person with cerebral palsy into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*The Deaf/Hearing Impaired Worker*, slide/tape program, 107 slides, 2 audiotapes, 1 guide. This was designed to help prepare workers for the entry of a deaf or hearing impaired person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*The Epileptic Worker*, slide/tape program, 69 slides, 1 audiotape, 1 guide. This was designed to help prepare workers for the entry of an epileptic person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Journey of Discovery*, 8 minutes. This is the story of persons with disabilities on a 6-day horseback and boat trip in the Lewis and Clark National Forest and on the Missouri River. The trip was designed to help learn how to facilitate and encourage persons with disabilities to enjoy back-country recreation.

*Lassie: More Than Meets the Eye*, 16-mm film, 28 minutes, color (1969). Lassie and Ranger Turner share their beloved outdoors with six blind children. A walk through the woodlands helps them understand that there is more than meets the eye if you listen with your mind.

*Learning About Disabled Workers*, slide/tape program, 84 slides, 2 audiotapes, 2 guides. This was designed to help prepare workers for the entry of a person with a disability into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*The Mentally Retarded Worker*, slide/tape program, 63 slides, 1 audiotape, 1 guide. This was designed to help prepare workers for the entry of a mentally retarded person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*The Mobility Impaired Worker*, slide/tape program, 73 slides, 1 audiotape, 1 guide. This was designed to help prepare workers for the entry of a mobility impaired person into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*The Physically Disabled Worker*, slide/tape program, 95 slides, 1 audiotape, 1 guide. This was designed to help prepare workers for the entry of a person with a physical disability into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

*Psychological-Social Disabilities*, slide/tape program, 97 slides, 1 audiotape, 1 guide. This was designed to help prepare workers for the entry of a person with a psychological or social disability into their work unit. This information will help coworkers interact more effectively with persons with disabilities.

## **Region 2**

*Access for All* (1990). This video is about the creation of the Sugarloaf Campground Boardwalk. It details how the boardwalk was built, the partnerships involved, and the intricacies of building a boardwalk for improved physical access over wetlands. It is available from the Region 2 Public Affairs Office.

*Bridges* (1990). This training program is for managing a diverse work force. It consists of eight separate modules, available individually, and an introductory video to be used with any module. *Bridges* is designed to provide maximum flexibility, so that implementation of the program can be tailored to a variety of organizational requirements. The program represents the collective efforts of EEO, human resource, and training and development professionals throughout the United States to identify the issues that they feel will be the most relevant through the next decade and the resulting training needs of their organizations. Their feedback at every stage of design, production, and testing is reflected in the *Bridges* program. For information, contact Pete Rock or Bob Banks, Black Hills National Forest, (605) 673-2251.

*1890 Schools*, 22 minutes (1989). This video, developed by Region 2, covers recruiting from the 1890 schools for the Forest Service. It is excellent for recruiting purposes. Contact Marcel Rivera, FTS 776-9641.

*Live and Remember*, VHS, 29 minutes, color (1987). This provides an overview of the rich cultural inheritance of the Lakota as it is handed down from tribal elders to the younger generation through song and dance, oral traditions, and the practice of sacred ceremony. The video honors the people today who live the Lakota life and remembers the way of their ancestors. For information, contact Fred Miller, Black Hills National Forest, (605) 673-2251.

*PAW* (1990). This video is about the Physically-Challenged Access to the Woods (PAW) program, covering how it works, who is involved, whom it is for, and what it does. It is available from PAW or the Region 2 Public Affairs Office.

*Proceedings of the 1990 Accessibility Symposium* (1990). This is available from the Region 2 Public Affairs Office in video or written form.

*The Williams Fork Boardwalk*, VHS. This video describes the process of building a boardwalk for guidance in similar projects. It is intended for both the Forest Service and the public. To obtain it, send a blank tape with return address to David Steinke, USDA Forest Service, 11177 W. 8th Avenue, Box 25127, Lakewood, CO 80225.

Open-captioned video on evaluating facilities for access. It is available through PAW or the Region 2 Public Affairs Office.

## Region 3

### Strategies for Success Symposiums

The Region has eight learning modules containing state-of-the-art subject matter that promotes the concepts of primacy of purpose and self-sufficiency:

- (1) **Positive Partnerships** addresses the idea that we live in a political world. We are expected to become versed and involved in the human relationships and interactions around us. Politics is not a negative activity; politics run our country. We need to understand our heritage and how it has shaped our past and may influence our future. We need to become highly skilled in those activities that determine our relationships with our publics, which in turn determines how well we fulfill our fundamental mission, "Caring for the Land and Serving People." In this module, we clearly articulate our core organizational values, we promote a clear understanding of the power of information, and we learn ways to cultivate positive internal and external contacts and relationships.
- (2) **Lifelong Learning** introduces and reinforces the idea that, in a world of rapidly accelerating change and interdependence, each individual needs to create a personal attitude of continuous learning, innovating, searching for new, more timely answers, and shedding ideas like, as we get older and achieve higher levels, somehow we can ease off. Instead, we need to serve as models and encourage an attitude of perpetual discovery.
- (3) **Facilitative Behavior** highlights techniques, personal behaviors, and attitudes that help us optimize our use of time and communications. It helps us understand the systems available and how to use them to arrive at win/win solutions. We learn the self-discipline that successful people exercise to navigate their careers through sometimes turbulent or, at least, troublesome situations. We learn techniques for staying open to new ideas, the perspectives of others, and, generally, "how to get to yes without being a yes person."
- (4) **Individual Peak Performance** is a concept that has proven, through careful research, how much more of our human potential we can individually achieve if we cultivate certain habits, attitudes, and techniques in our daily activities. It is a powerful concept for generating individual wellness, creativity, and productivity. Ultimately, these factors can become widespread enough that the overall organizational health is greatly enhanced. How to foster creativity and innovation is a centerpiece of this module.

- (5) **Values Clarification** is a process for helping individuals identify key personal and organizational values, how they are manifested in behavior, and how these values ultimately do or do not align with each other.
- (6) **Changing Roles of Men and Women** is an introduction to the major changes occurring in the American work force as more women are becoming recognized for their talents and contributions, entering positions of higher responsibility and power, and achieving more equitable distribution in numbers and participation. It helps individuals understand the implications of these changes, recognize and respect mutual potential, and face the realities of interrelationships between men and women in the workplace, information which can also be adapted to the family. It is intended to help individuals become more aware of the changing dynamics of the workplace and teaches norms and values to help them more readily fit into any work group in the future.
- (7) **Leadership** describes the competencies needed by the leaders of the future. It helps individuals visualize themselves in those roles and begin to assess their own leadership potentials, styles, development needs, and desire to exercise leadership. It highlights distinctions between management activities and leadership and will promote a serious look at our managerial and leadership pool for the future. The concepts are generic enough to apply to employment outside of Government.
- (8) **Personal Action Plan** is a process through which individuals consider everything they have experienced in the symposium and select those concepts they want to incorporate immediately into their lives or explore further through more research. It is intended to encourage people to set clear, concrete goals and have an action plan with a network for implementation.

These symposiums themselves model self-sufficiency in that the planning, delivery, and followup are done primarily by empowered employees in the Region.

Fundamentally, the broad goal of these symposiums is to promote an attitude that declares, "Ultimate career success, to me, is to feel so confident and self-sufficient that I know I can succeed anywhere. I remain with the Forest Service because I love the work environment and the contributions I am empowered to make toward fulfillment of our mission!"

**Slides***Hispanic Employment Program***Films**

*Bill Cosby on Prejudice.* Bill Cosby, one of America's brightest and most delightful comedians, assumes the role of America's composite bigot in this provocative presentation. In a jolting monologue, Cosby draws on many commonly held stereotypes, using a funny, yet biting, tongue-in-cheek delivery to drive home his point: There is nothing humorous about prejudice. By challenging the personal attitudes of his audience, Cosby helps provoke the intelligent, thoughtful discussion and self-examination necessary for people to rethink their own people-destroying prejudices.

*Our Hispanic Heritage (Parts I and II)**Verbal Communication: Power of Words*

*What You Are Is Where You Were When.* Dr. Morris Massey explores the area of human behavior, including the role of value systems. This film is designed to help people understand and address their value judgments and to make them aware of the world they live in and the people that are part of this world.

*Where Are You? Where Are You Going?*

*Workplace Hustle (Sexual Harassment).* Narrated by Ed Asner, this video traces legal battles women have waged to secure dignity and equality in the workplace. It points out the steep price employees and organizations pay for sexual harassment in terms of lost working hours, staff turnover, and lawsuits and suggests steps to take for a person who is sexually harassed.

**Video Cassettes,  
3/4-Inch**

*Abilene Paradox.* This is a taped version of a presentation done by Dr. Jerry Harvey on the campus of George Washington University. The tape addresses mismanagement of agreement and disruptive group thinking.

*Beyond Success: Where Will I Find Life's Meaning When Ambition Is No Longer Enough?**Chief on Early Out (1985)**EEO Consideration for Managers, Carl Hartmann**The Excellent Companies*

*It's a Losing Game.* This was produced by Region 1 and developed for use primarily with the seasonal work force. It describes what sexual harassment is, the type of action that may be taken against a

harasser, and the steps a victim can take to stop harassment. It is very effective in communicating that sexual harassment will not be accepted or tolerated.

*Not Just Women's Issues*, (three tapes), Region 4 Ranger Conference, Boise, Idaho, March 1986

*An Overview of EEO Law*, Carl Hartmann, EEO Attorney

*A Passion for Excellence*

*Perception*

*A Resource of People*

*Sexual Harassment*. This was produced by Region 3 and features attorney Carl Hartmann, a specialist in discrimination cases and a dynamic speaker, who provides a strong statement on the serious nature of sexual harassment offenses and the consequences if a situation leads to a court case, such as the legal and professional effects on the harasser and the personal costs to the harasser, the victim, and the organization. *Note: This tape is to be shown only within the Forest Service.*

*Sexual Harassment in the Workplace*. This was designed to be used in conjunction with *Sex Roles and Organizational Culture*. This second unit of the 4-1/2 hour short course provides basic information on the Federal Government's policy on sexual harassment prevention and methods of addressing this problem should it occur.

*Sex Roles and Organization Culture*. This was designed to be used in conjunction with *Sexual Harassment in the Workplace*. This first unit of the 4-1/2 hour short course is designed to provide supervisory and nonsupervisory personnel with a greater awareness and understanding of the changing male-female roles and the resulting stresses and conflicts that they cause in the workplace.

*Stress: You Can Live With It*

*Valuing Diversity*. Eleven videos on managing, supervising, communicating, and accepting and making changes to make the work force more diverse. The titles are: *Managing Difference*, *Diversity at Work*, *Communicating Across Cultures*, *You Make the Difference*, *Supervising Difference*, *Champions of Diversity*, *Profiles in Change*, *Taking Tradition to Tomorrow* (can be borrowed from Dave Schultz, RO3A, Regional Engineering Unit), *The Honor of One Is the Honor of All* (three videotapes).

*Walk in Beauty.* Produced by Region 3, this video explains some of the beliefs and practices of Native Americans in the Southwest. It is intended to provide Forest Service managers with a better understanding of Native American culture by giving our managers an idea of what they might anticipate in the way of Native American input, behavior, and reaction to Forest Service land management policies.

Contact: Personnel and Civil Rights staff, FTS 476-3380.

## Region 4

### Videos

*Abilene Paradox.* This is a taped version of a presentation done by Dr. Jerry Harvey on the campus of George Washington University. The tape addresses mismanagement of agreement and disruptive group thinking.

*Affirmative Action vs. Reverse Discrimination.* The hypothetical situation depicted by this video relates to the attitudes of hiring individuals (male/female, minority/nonminority), taking into consideration all the needs that should be met.

*Hire Him—He's Got Great Legs.* This commercially produced tape about sex discrimination was developed within the context of a Federal setting. It explores issues related to sexual discrimination, stereotyping, sexism, and harassment.

*Intermountain Region 1890 Recruitment Program.* This video is used to help heighten the awareness level of newly hired students from black universities and colleges in the South and East. It shows how different the geographical makeup of the West is, along with the differences in culture, climate, and people.

*It's a Losing Game,* 10 minutes. This video, excellent for summer/seasonal orientation, is a tailgate scenario addressing different interpretations and understandings of sexual harassment.

*Power Pinch.* Narrated by Ken Howard, this tape explores the widespread problem of sexual harassment, illustrating and defining sexually harassing behavior, including more subtle forms. It explains underlying causes for the behavior and shows what management and employees can do to prevent such behavior. It shows how sexual harassment in the workplace can make people the targets for a serious, illegal power play.

*Sexual Harassment.* This was produced by Region 3 and features attorney Carl Hartmann, a specialist in discrimination cases and a dynamic speaker, who provides a strong statement on the serious

nature of sexual harassment offenses and the consequences if a situation leads to a court case, such as the legal and professional effects on the harasser and the personal costs to the harasser, the victim, and the organization. *Note: This tape is to be shown only within the Forest Service.*

*The White Male Club.* Dr. Robert Terry addresses a Department of Defense agency audience on the topics of EEO, Affirmative Action, discrimination, and inherent cultural systems and biases in the power structure of organizations in which "The White Male Club" tends to keep women and minorities outside the system. He gives excellent insight into the reasons why progress and change have been slow despite equal opportunity laws.

The Regional Office also has the 33-mm film titled, *Wilmar 8*. This film is an example of blatant sex discrimination against women. The information on this film is true, and the events really did happen.

#### **Other Resources**

There is a child care package available for use throughout the Region and station. There also is a design for use on pins or tie tacks given for recognition of individuals who exemplify commitment and accomplishments in the area of civil rights. The design includes the words "I'm Committed." A button was also designed with the words "I'm Involved" inscribed on it. The button will be distributed to anyone who is actively involved in civil rights.

Contact: Rita Kennedy, FTS 586-5401.

#### **Region 8**

##### **Publications**

*The Natural Choice.* This is a work force diversity recruitment brochure, developed by the region, that depicts the various job disciplines and diversity in the Southern Region's work force. The brochure will be used at all recruitment functions of the Southern Region.

*Personnel and Career Development Information*, published by Region 8 Engineering. This publication provides employees with an indepth view of putting together a first-rate application package and of career planning information, commonly misunderstood, needed to make career decisions. Although the targeted audience is Engineering personnel, most of the publication is devoted to subjects of interest to all employees.

*How to Contract with National Forests in the Southern Region.* This is a brochure that explains the types and methods of contracting, including 8(a) set-asides, women-owned, and other disadvantaged small business contracting opportunities. The brochure is used at

minority and other small business procurement conferences, workshops, and trade fairs. It lists many products and services used and the address and telephone number of each Region 8 procurement office.

Brochures have been developed that describe the natural resources career camps, qualifications for enrollees, and an application, as well as a VHS video that is suitable for recruitment purposes; they provide an overview of the purpose of the camps. These are available from the George Washington National Forest, Harrison Plaza, P.O. Box 233, Harrisonburg, VA 28801, DG: RO8F08A or (703) 433-2491.

#### **Slide-Tape Program**

*We're Not All Foresters.* This is an 8-minute program for use as a recruiting tool. For more information, contact the Civil Rights or Public Affairs units.

#### **Videos**

*Bill Cosby on Prejudice.* Bill Cosby, one of America's brightest and most delightful comedians, assumes the role of America's composite bigot in this provocative presentation. In a jolting monologue, Cosby draws on many commonly held stereotypes, using a funny, yet biting, tongue-in-cheek delivery to drive home his point: There is nothing humorous about prejudice. By challenging the personal attitudes of his audience, Cosby helps provoke the intelligent, thoughtful discussion and self-examination necessary for people to rethink their own people-destroying prejudices.

*Building a Better Tomorrow,* 25 minutes. This video, produced by USDA, depicts people from all walks of life in action, voicing their gratitude for projects in Human Resource Programs, which for many provide opportunities for personal growth and a sense of worth. Each Region 8 Job Corps Center has developed colorful brochures featuring the various training programs available.

*Cass Job Corps Center.* This video promotes the Job Corps programs and can be used for information and recruiting purposes.

*Valuing Diversity.* This is a three-part series that highlights the issues, concerns, and challenges of managing or working in a diverse workplace.

A 7-minute recruitment video was developed that depicts minorities and women working in various job disciplines in the Southern Region. The video is geared toward the recruitment of minority and women college students.

<b>North Central Station</b>	<p><i>Black High School Students' Images of Forestry as a Profession</i>, Earl C. Leatherberry, USDA Forest Service, St. Paul, Minnesota, and J. Douglas Wellman, Department of Forestry, Virginia Polytechnic Institute and State University. This book examines why blacks generally do not pursue forestry careers.</p> <p><i>Increasing the Education and Employment of Blacks in Natural Resources: A Role for Historically Black Colleges and Universities</i>, by Earl C. Leatherberry, USDA Forest Service, St. Paul, Minnesota. This paper presents factors that are important in increasing education and employment of blacks in natural resource occupations and suggests how HBCU's can educate students about careers in natural resources.</p>
<b>Northeastern Station/ Area</b>	
<b>Films and Videos</b>	<p><i>Eyes on the Prize</i>, videotape, 6 episodes, 58 minutes each, color (1985). These six episodes describe the Civil Rights Movement from 1954 through 1965. Interviews and stories are by actual participants.</p> <p><i>Flyers in Search of a Dream</i>, videotape, 58 minutes, color (1984). This is a historical accounting of the first black pilots from the 1920's through World War II. It includes interviews of male and female pilots discussing their experiences.</p> <p><i>Mrs. Breadwinner</i>, 16-mm film, 12 minutes, color (1982). Narrated by Harry Reasoner, this film shows the effects on families when a wife outearns her husband.</p> <p><i>Men Under Siege: Life With the Modern Woman</i>, 16-mm film, 33 minutes, color (1979). This video examines how changing sex roles in America affect men in four areas of life: work, sexual relations, family, and marriage.</p> <p><i>Your Move</i>, 16-mm film, 25 minutes, color (1982). This film covers the two-career family, including problems faced by a spouse when the partner is transferred.</p>
<b>Books</b>	<p>About 35 books were researched and added to the Federal Women's Program library. The books are circulated in two groups, with a month at each of our locations, so that everyone will have a chance to read and use them. Then they will be available to borrow on an individual basis. Some titles are: <i>Women Making History</i>, <i>How Men Feel</i>, <i>Small Sound of the Trumpet</i>, and <i>A Mother's Work</i>.</p>

## **Rocky Mountain Station**

*The African.* This is a Public Broadcasting System nine-part VHS tape series.

*The Art of Winning.* This is a six-part cassette tape by Dennis Waitley.

*Bound for Canaan.* This is a videotape of excerpts from the play.

*What You Are Is Where You See.* This is a VHS or 3/4-inch videotape by Morris Massey.

## **Southeastern Station**

### **Videos**

*Bill Cosby on Prejudice*, VHS, 25 minutes. Bill Cosby, one of America's brightest and most delightful comedians, assumes the role of America's composite bigot in this provocative presentation. In a jolting monologue, Cosby draws on many commonly held stereotypes, using a funny, yet biting, tongue-in-cheek delivery to drive home his point: There is nothing humorous about prejudice. By challenging the personal attitudes of his audience, Cosby helps provoke the intelligent, thoughtful discussion and self-examination necessary for people to rethink their own people-destroying prejudices.

\**The Chief on Career Planning and Counseling*, 3/4-inch videotape, 27 minutes.

\*\**EEO Considerations for Managers*, 3/4-inch videotape.

*The Eye of the Storm*, VHS, 25 minutes. This documentary explores the nature of prejudice in a dramatic third-grade classroom experiment conducted in a small town in the Midwest—a town without ghettos, blacks, and campus unrest. It demonstrates how quickly wholesome, friendly children can be infected with the ugly virus of discrimination that leads to frustration, broken friendships, and vicious behavior. Host and narrator is Bill Buetel of ABC News.

*Men Under Siege: Life With the Modern Woman*, VHS, 34 minutes. This video examines how changing sex roles in America affect men in four areas of life: work, sexual relations, family, and marriage. (Not available)

\*\**An Overview of EEO Law*, 3/4-inch videotape, Carl Hartmann, EEO attorney.

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\*Employment

\*\*Program

**Videos Selected for the  
Federal Women's  
Program**

"*Tale of O*, VHS, 27 minutes. This explores the consequences of being different: discrimination and prejudice. It focuses on two groups: the "X's" (majority group) and "O's" (smaller, minority group). Differences that set the minority group off from the majority may stem from a variety of factors, such as age, sex, race, language, occupation, or status.

*Where Do I Go From Here?*, 3/4-inch videotape, 22 minutes.

*1890 Schools*, 22 minutes. This film follows 1890 students through their summer work experience. The video was developed in Region 2 and is an excellent vehicle for recruiting purposes.

"*Eyes on the Prize*, VHS, six-tape series. These six episodes describe the Civil Rights Movement from 1954 through 1965. Interviews and stories are by actual participants.

*How We Got the Vote*, 52 minutes. Narrated by Jean Stapleton, this climaxes with the passage of the 19th Amendment to the U.S. Constitution in 1920. Women were finally allowed to participate in that most prestigious right of a democratic society—the right to vote. This video vividly recreates that turbulent era, another chapter in the growth of freedom for all Americans.

*'Introducing Students to the Natural Sciences: Two Creative Models'*, VHS, 17 minutes. This videotape was prepared by the Northeastern Station. It describes a project designed to introduce students to the natural sciences and natural-resource-type careers.

"*It's a Losing Game*. This was produced by Region 1 and developed for use primarily with the seasonal work force. It describes what sexual harassment is, the type of action that may be taken against a harasser, and the steps a victim can take to stop harassment. It is very effective in communicating that sexual harassment will not be accepted or tolerated.

"*King: Montgomery to Memphis*, VHS, 103 minutes. This documentary starts in 1955 with a young man of 26, known only in his own community of Montgomery, Alabama. Soon, Dr. Martin Luther King was the most influential spokesperson for black citizens of the United States.

*Sexual Harassment*. This was produced by Region 3 and features attorney Carl Hartmann, a specialist in discrimination cases and a dynamic speaker, who provides a strong statement on the serious

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\*Employment

\*\*Program

nature of sexual harassment offenses and the consequences if a situation leads to a court case, such as the legal and professional effects on the harasser and the personal costs to the harasser, the victim, and the organization. *Note: This tape is to be shown only within the Forest Service.*

*Sexual Harassment in the Workplace*, VHS, 38 minutes. This was designed to be used in conjunction with *Sex Roles and Organizational Culture*. This second unit of the 4-1/2 hour short course provides basic information on the Federal Government's policy on sexual harassment prevention and methods of addressing this problem should it occur.

*Sex Roles and Organizational Culture*, VHS, 55 minutes. This was designed to be used in conjunction with *Sexual Harassment in the Workplace*. This first unit of the 4-1/2 hour short course is designed to provide supervisory and nonsupervisory personnel with a greater awareness and understanding of the changing male-female roles and the resulting stresses and conflicts that they cause in the workplace.

*Sufferance to Silent Spring: Women in Natural Resources*, VHS, 15 minutes.

*"Today's Diverse Work Force: New Challenges, New Opportunities*, VHS, 25 minutes. This video goes beyond traditional Affirmative Action training to take a balanced, up-to-date look at the different dynamics operating in today's multicultural organizations. The video provides a realistic portrayal of barriers created in today's workplace because of prejudices toward people (in terms of ethnicity/race, gender, age, or physical and/or mental abilities). Managers and employees will better understand the subtle dynamics that operate in a diverse work force, and they will be motivated to communicate and work more effectively across diverse workplace interfaces.

*Valuing Diversity* (three-tape series).

- (1) *Managing Differences*. This video covers topics with managers, such as maintaining standards and accountability, addressing stereotypes and assumptions, sharing membership, and changing the rules.
- (2) *Diversity at Work*. This video covers topics with employees, such as stereotypes and assumptions, mentors and networks, valuing cultural differences, and stresses of being bicultural.

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*"Program*

*A Woman's Place*, VHS, 25 minutes. Narrated by Julie Harris, this is an inspiring documentary of achievement. Based in part on the tremendous volume of material gathered for the *Life* special report "Remarkable American Women," this film not only pays tribute to notable individuals who have made a great contribution to society, but it celebrates the fact that today a woman's place is everywhere.

*Women in American Life 1861–1880: Civil War, Recovery, and Westward Expansion*, 15 minutes. This is an overview of women's history in the United States, narrated by Molly Murphy MacGregor. The first in an exciting four-part series, this segment brings to life a tumultuous period in U.S. history. Some topics examined are women's multiple contributions to the Civil War effort, emancipation's affect on the lives of black women in the South, and the development of new employment opportunities for white women after the Civil War.

*Women in American Life 1880–1920: Immigration, New Work, and New Roles*, 16 minutes. The second in the four-part series, this segment brings to life a period of major upheaval and change in American society. Some topics examined are immigrant women building new lives in burgeoning cities; eastern immigrant life contrasted with the changing lives of Native American, Mexican, and Chinese women in Western States; and a growing middle class and increasing educational opportunities for both black and white women that provided fertile grounds for the development of social work.

*Women in American Life 1942–1955: War Work, Housework, and Growing Discontent*, 15 minutes. The fourth in the four-part series, this segment brings to life the economic and social forces affecting women's lives as the Nation moves into the modern period. Some topics examined are the war effort thrusting women into many new roles, the war creating a major change in public attitudes toward Asian Americans, and women's economic independence being short-lived as the war's end brings the men home to take over the jobs and push women back into their homes.

*The Workplace Hustle*, VHS, 23 minutes. Narrated by Ed Asner, this video traces legal battles women have waged to secure dignity and equality in the workplace. It points out the steep price employees and organizations pay for sexual harassment in terms of lost working hours, staff turnover, and lawsuits and suggests steps to take for a person who is sexually harassed.



## **Exhibit A—Executive Summary of the 1991 SES Performance Appraisals**

This section provides a very broad overview of changes in the Forest Service work force. Information is provided for the work force as a whole and for the professional, administrative, and technical categories. Work force data for the clerical category is not included because, historically, the Forest Service has been successful employing women and minorities in these occupations.

Work force data is provided in the following charts:

**Total Work Force:** Composition of Total Work Force in 1976 vs. 1991

**Professional Work Force:** Composition of Professional Work Force in 1976 vs. 1991

**Administrative Work Force:** Composition of Administrative Work Force in 1976 vs. 1991

**Technician Work Force:** Composition of Technician Work Force in 1976 vs. 1991.

**Average Grade — Professional:** Comparison of Average Grade for Professional Work Force for 1990 vs. 1991

**Average Grade — Administrative:** Comparison of Average Grade for Administrative Work Force for 1990 vs. 1991

**Average Grade — Technician:** Comparison of Average Grade for Administrative Work Force for 1990 vs. 1991

**Work Force in Grades 1–8:** Comparison of Grade Distribution (GS 1–8) for 1990 vs. 1991

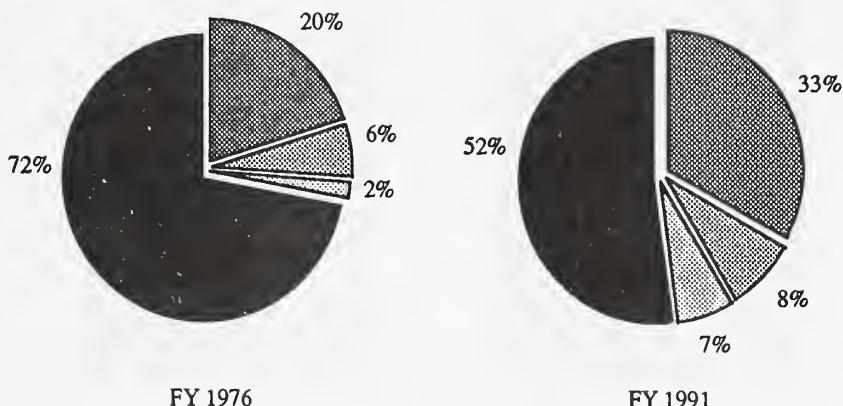
**Work Force in Grades 9–12:** Comparison of Grade Distribution (GS 9–12) for 1990 vs. 1991

**Work Force in Grades 13 and Above:** Comparison of Grade Distribution (GS 13 and above) for 1990 vs. 1991

In general, the composition of the Forest Service work force has changed significantly during the past 15 years. The greatest gains have been for non-minority women in the professional category (from 1 percent to 22 percent); for non-minority and minority women in the administrative category (from 20 percent to 50 percent and from 2 percent to 11 percent, respectively); and in the technician category, for non-minority women (13 percent to 28 percent), minority men (5 percent to 11 percent), and minority women (2 percent to 5 percent). Although we have increased their representation, minority men, minority women, and non-minority women continue to be under-represented when compared to the appropriate civilian labor force statistics.

Average grade and distribution by grade bands did not change very much between 1990 and 1991. The largest gain was made by non-minority women at GS-13 and above; their representation increased by 3 percent.

## Service — Wide Work Force

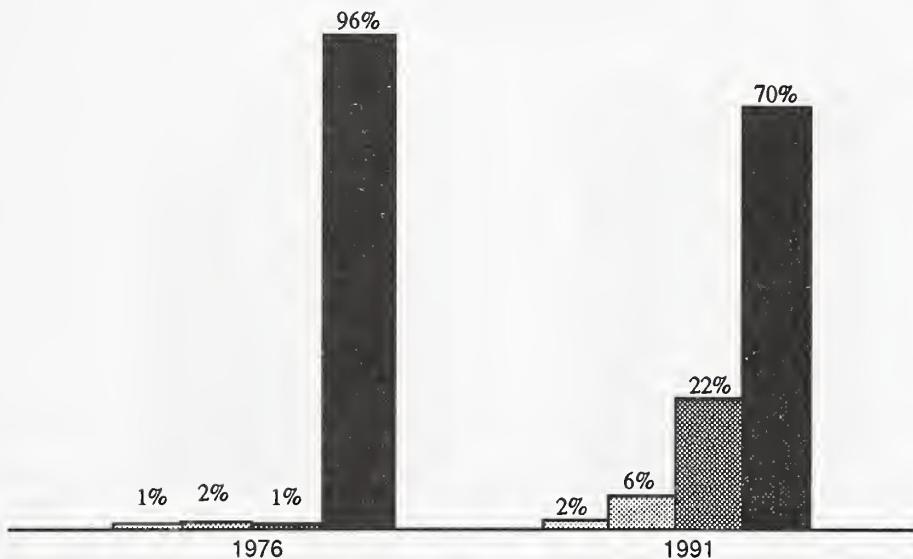


1976 from Gains / Losses Rpt

1991 from NFC Database

Minority Women	Non-Minority Women
Minority Men	Non-Minority Men

## Professional Work Force (Service-Wide)

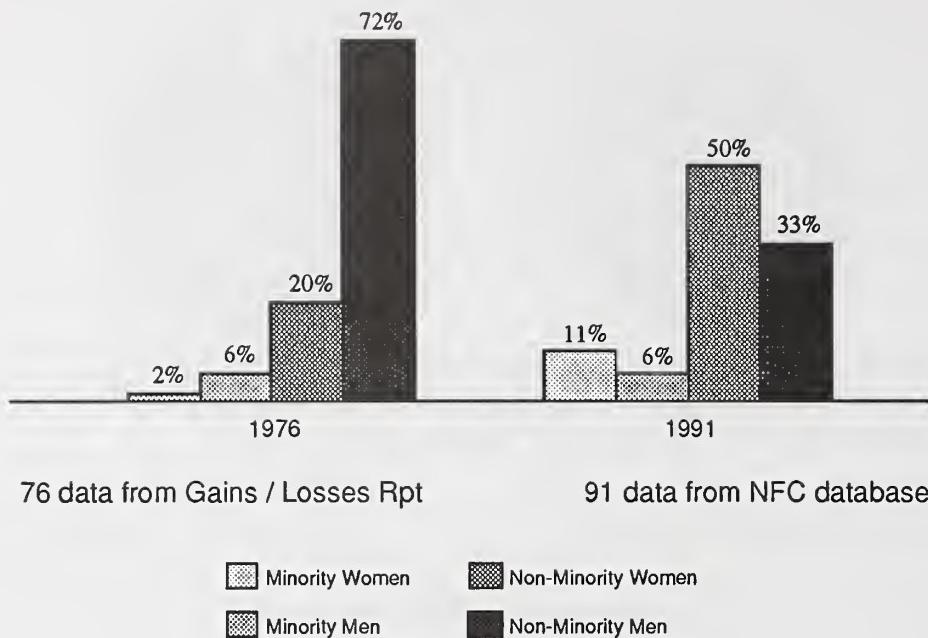


76 data from Gains / Losses Rpt

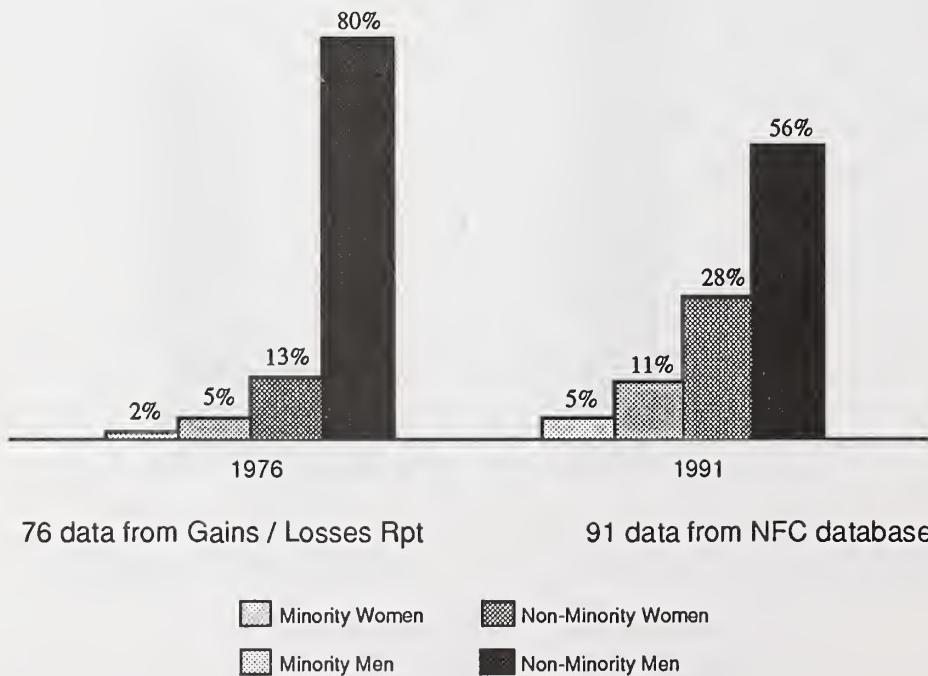
91 data from NFC database

Minority Women	Non-Minority Women
Minority Men	Non-Minority Men

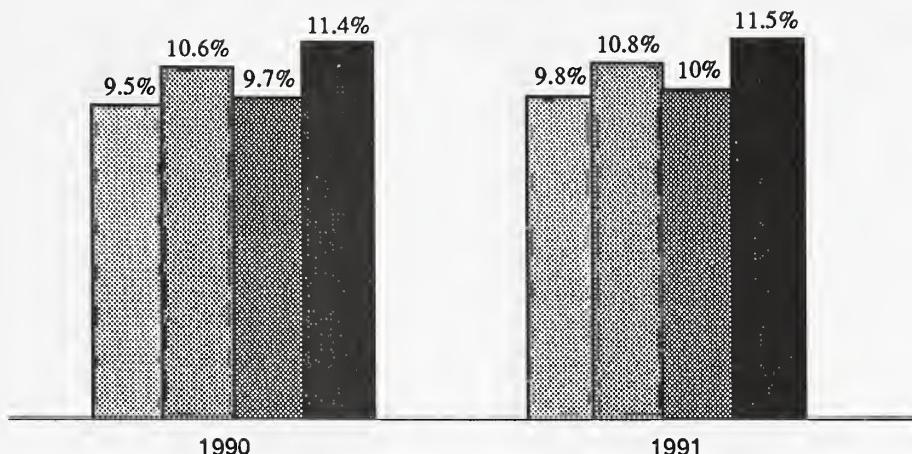
### Administrative Work Force (Service-Wide)



### Technician Work Force (Service-Wide)



### Average Grade — Professional (Service-Wide)

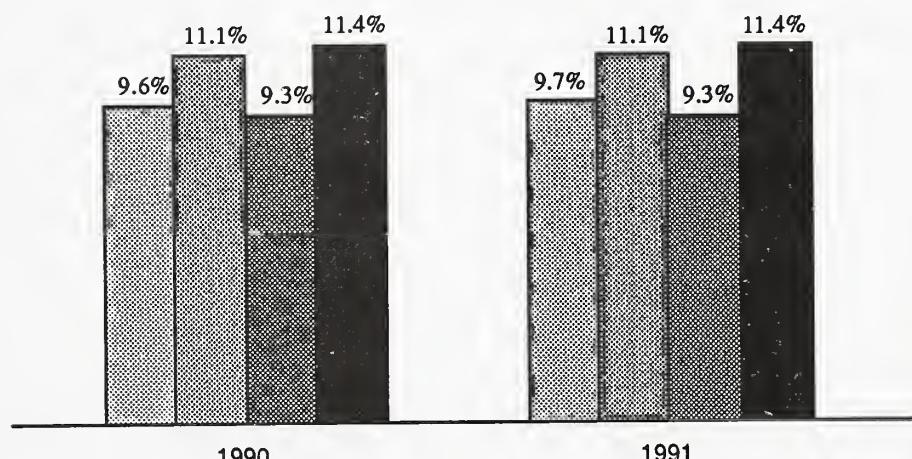


Data Source: NFC Database

GS & GM Permanent Employees

Minority Women      Non-Minority Women  
 Minority Men      Non-Minority Men

### Average Grade — Administrative (Service-Wide)

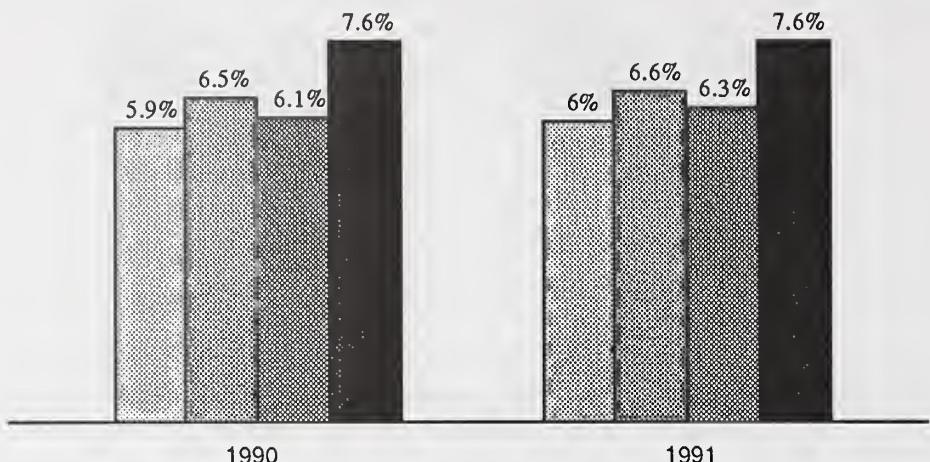


Data Source: NFC Database

GS & GM Permanent Employees

Minority Women      Non-Minority Women  
 Minority Men      Non-Minority Men

### Average Grade — Technicians (Service-Wide)

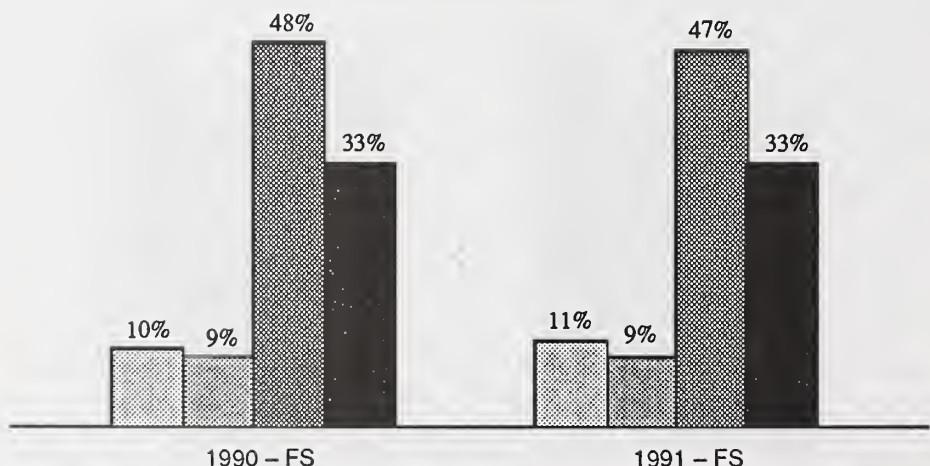


Data Source: NFC Database

GS & GM Permanent Employees

■ Minority Women      ■ Non-Minority Women  
■ Minority Men      ■ Non-Minority Men

### Work Force in Grades 1 – 8 (Service-Wide)

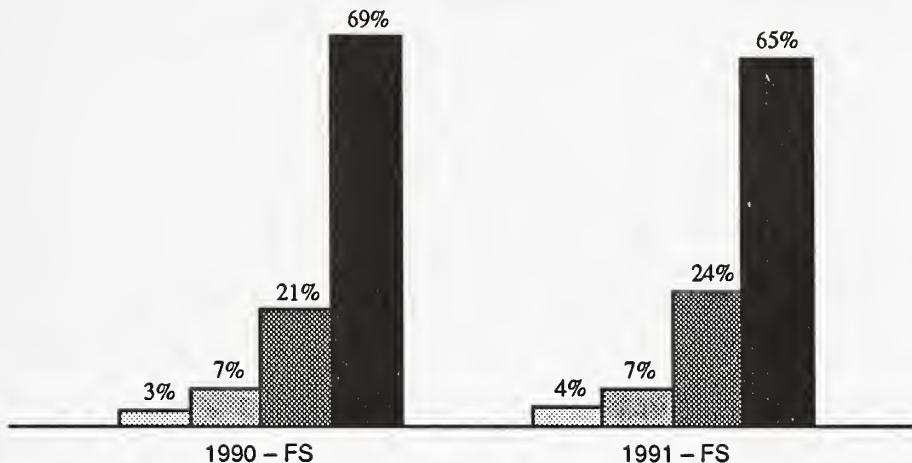


Data Source: NFC Database

GS & GM Permanent Employees

■ Minority Women      ■ Non-Minority Women  
■ Minority Men      ■ Non-Minority Men

## Work Force in Grades 9 – 12 (Service-Wide)

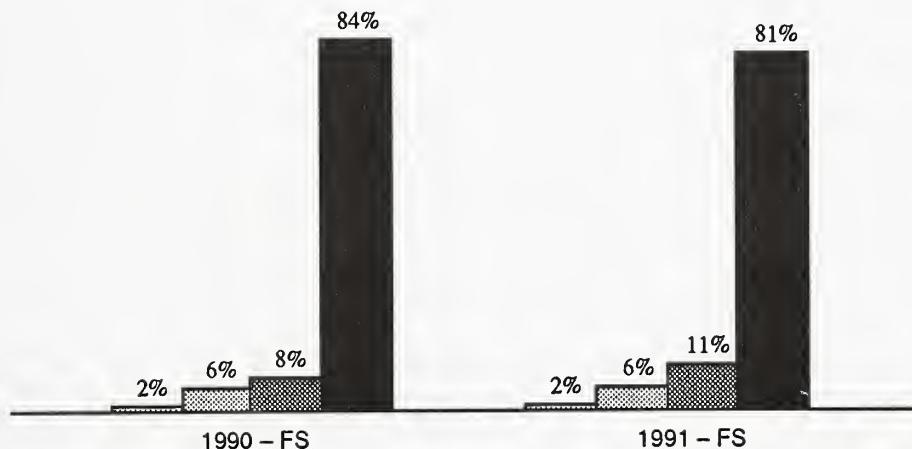


Data Source: NFC Database

GS & GM Permanent Employees

Minority Women	Non-Ministry Women
Minority Men	Non-Ministry Men

## Work Force in Grades 13+ (Service-Wide)



Data Source: NFC Database

GS & GM Permanent Employees

Minority Women	Non-Ministry Women
Minority Men	Non-Ministry Men



## **Exhibit B—Presidents of the Historically Black Colleges and Universities**

### **Alabama**

**Dr. Alan L. Keyes**  
Interim President  
Alabama A&M University  
Normal, AL 35762  
(205) 851-5230

**Dr. C. C. Baker**  
President  
Alabama State University  
P. O. Box 271  
Montgomery, AL 36101-0271  
(205) 293-4200

**Dr. Yvonne Kennedy**  
President  
S. D. Bishop State Junior College  
Mobile, AL 36603-5898  
(205) 690-6416

**Dr. Earl Roberson, Sr.**  
President  
Carver State Technical College  
414 Stanton Street  
Mobile, AL 36617  
(205) 473-8692, ext. 17

**Dr. Julius Jenkins**  
President  
Concordia College  
1804 Green Street  
Selma, AL 36701  
(205) 874-5700

**Dr. Johnny L. Harris**  
President  
J. F. Drake Technical College  
3421 Meridian Street  
North Huntsville, AL 35811  
(205) 539-8161

**Dr. Norman C. Cephus**  
President  
Fredd State Technical College  
3401 Martin Luther King, Jr.  
Drive  
Tuscaloosa, AL 35401  
(202) 758-3361

**Dr. Perry Ward**  
President  
Lawson State Community College  
3060 Wilson Road  
Birmingham, AL 35221  
(202) 925-2515

**Dr. Albert T. H. Sloan, II**  
President  
Miles College  
P. O. Box 3800  
Birmingham, AL 35208  
(205) 923-2771

**Dr. Benjamin F. Reaves**  
President  
Oakwood College  
Huntsville, AL 35896  
(205) 726-7334

**Dr. B. W. Dawson**  
President  
Selma University  
1501 Lapsley Street  
Selma, AL 36701  
(205) 872-2533

**Dr. Cordell Wynn**  
President  
Stillman College  
P. O. Box 1430  
Tuscaloosa, AL 35401  
(205) 349-4240, ext. 201

**Dr. Joseph B. Johnson**  
President  
Talladega College  
627 W. Battle Street  
Talladega, AL 35160  
(205) 362-0206

**Dr. Thad McClammy**  
President  
Trenholm State Technical College  
1225 Air Base Boulevard  
Montgomery, AL 36108  
(205) 832-9000

**Dr. Benjamin Payton**  
President  
Tuskegee University  
Tuskegee, AL 36088  
(205) 727-8011

**Arkansas**

Dr. William T. Keaton  
President  
Arkansas Baptist College  
1600 Bishop Street  
Little Rock, AR 72202  
(501) 372-6883

Dr. Myer L. Titus  
President  
Philander Smith College  
812 W. 13th Street  
North Little Rock, AR 72202  
(501) 375-9845

Dr. Carolyn Blakely  
Interim Chancellor  
University of Arkansas at  
Pine Bluff  
North Cedar Street  
Pine Bluff, AR 71601  
(501) 541-6500

Dr. Katherine P. Mitchell  
President  
Shorter College  
604 Locust Street  
North Little Rock, AR 72114  
(501) 374-6305

**Delaware**

Dr. William Delauder  
President  
Delaware State College  
Dover, DE 19901  
(302) 739-4901

**District of Columbia**

Dr. Franklin Jennifer  
President  
Howard University  
2400 6th Street, NW  
Washington, DC 20059  
(202) 806-2500

Dr. Tilden Lemelle  
President  
University of the District of  
Columbia  
4200 Connecticut Avenue  
Washington, DC 20059  
(202) 282-7550

**Florida**

Dr. Oswald P. Bronson, Sr.  
President  
Bethune Cookman College  
640 Second Avenue  
Daytona Beach, FL 32015  
(904) 255-1401

Dr. Robert L. Mitchell  
President  
Edward Waters College  
1658 Kings Road  
Jacksonville, FL 32209  
(904) 366-2500

Dr. Fredrick S. Humphries  
President  
Florida A&M University  
Tallahassee South Boulevard  
Tallahassee, FL 32307  
(904) 599-3225

Dr. Lee Monroe  
President  
Florida Medical College  
15800 N. W. 42nd Avenue  
Miami, FL 33054  
(305) 623-4100

**Georgia**

Dr. Billy C. Black  
President  
Albany State College  
504 College Drive  
Albany, GA 31705  
(912) 430-4604

Dr. Thomas W. Cole, Jr.  
President  
Clark Atlanta University  
240 James P. Brawley Drive  
Atlanta, GA 30314  
(404) 880-8500

Dr. Oscar L. Prater  
President  
Fort Valley State College  
1005 State College Drive  
Fort Valley, GA 31030  
(912) 825-6315

Dr. James H. Costen  
President  
Interdenominational  
Theological Center  
671 Beckwith Street, SW  
Atlanta, GA 30314  
(404) 527-7702

Dr. James A. Goodman  
President  
Morehouse School of Medicine  
720 Westview Drive, SW  
Atlanta, GA 30314  
(404) 752-1740

Dr. Calvert H. Smith  
President  
Morris Brown College  
643 Martin Luther King, Jr.  
Drive  
Atlanta, GA 30314  
(404) 525-7831

Dr. Julius S. Scott, Jr.  
President  
Paine College  
1235 15th Street  
Augusta, GA 30910  
(404) 722-4471

Dr. Annette K. Brock  
President  
Savannah State College  
Savannah, GA 31404  
(912) 356-2240

Dr. Johnnetta B. Cole President Spelman College 350 Spelman Lane Atlanta, GA 30314 (404) 681-3643	Dr. Delores E. Spikes President Southern University System Baton Rouge, LA 70813 (504) 771-4680	<b>Michigan</b>
Dr. Leroy Keith, Jr. President Morehouse College 830 Westview Drive, SW Atlanta, GA 30314 (404) 681-0025	Dr. Norman C. Francis President Xavier University 7325 Palmetto Street New Orleans, LA 70125 (504) 486-7541	Dr. Marjorie Harris President Lewis College of Business 17370 Myers Road Detroit, MI 48235 (313) 862-6240
<b>Kentucky</b>	Dr. Samuel Dubois Cook President Dillard University 2601 Gentilly Boulevard New Orleans, LA 70122 (504) 283-8822	<b>Mississippi</b>
Dr. John T. Wolfe, Jr. President Kentucky State University East Main Street Frankfort, KY 40601 (502) 227-6000	Dr. Earl S. Richardson President Morgan State University Cold Spring Lane & Hillen Road Baltimore, MD 21239 (301) 444-3200	Dr. Walter Washington President Alcorn State University P. O. Box 359 Lorman, MS 39096 (601) 877-6111
<b>Louisiana</b>	Dr. William P. Hytche Chancellor University of Maryland— Eastern Shore Princess Anne, MD 21853 (301) 651-3306	Dr. McKinley C. Martin President Coahoma Junior College Route 1, Box 616 Clarksdale, MS 38614 (601) 527-2571
Dr. Harold Lundy President Grambling State University P. O. Drawer 607 Grambling, LA 71245 (318) 247-3811	Dr. James E. Lyons, Sr. President Bowie State University Bowie, MD 20715 (301) 464-6500	Dr. William M. Sutton President Mississippi Valley State University Highway 82 West Itta Bena, MS 38941 (601) 254-9041
Dr. Marvin L. Yates Chancellor Southern University A&M College P. O. Box 9614 Baton Rouge, LA 70813 (504) 771-4680	Dr. Calvin W. Burnett President Coppin State College 2500 W. North Avenue Baltimore, MD 21216 (301) 333-7427	Dr. Onette E. Johnson President Prentiss Normal and Industrial Institute Prentiss, MS 39174 (601) 792-5175
Dr. Robert Gex Chancellor Southern University 6400 Press Drive New Orleans, LA 70126 (504) 282-5000		Dr. Abid Shakir President Tougaloo College Tougaloo, MS 39174 (601) 956-4941

Dr. George Barnes Vice President Utica Junior College Utica, MS 39175 (601) 885-6062, ext. 201	<b>North Carolina</b>  Dr. Joel O. Nwagbaraocha President Barber-Scotia College Cabarrus Avenue Concord, NC 28025 (704) 786-5171	Dr. Talbert O. Shaw President Shaw University 118 E. South Street Raleigh, NC 27611 (919) 755-4935
Dr. William A. McMillian President Rust College Holly Springs, MS 39174 (601) 252-4661	Dr. Gloria R. Scott President Bennett College 900 E. Washington Street Greensboro, NC 27401 (919) 370-8626	Dr. Prezell R. Robinson President St. Augustine's College 1315 Oakwood Avenue Raleigh, NC 27610 (919) 828-4451
Dr. Herman B. Smith, Jr. Interim President Jackson State University 1400 Lynch Street Jackson, MS 39217 (601) 968-2323	Dr. Jimmy R. Jenkins Chancellor Elizabeth City State University Elizabeth City, NC 27909 (919) 335-3400	Dr. Cleon S. Thompson, Sr. Chancellor Winston-Salem State University Winston-Salem, NC 27110 (919) 750-2041
Dr. Sammie Potts President Mary Holmes College P. O. Drawer 1257 West Point, MS 39773 (601) 494-6820	Dr. Lloyd V. Hackley Chancellor Fayetteville State University Murchinson Road Fayetteville, NC 28301 (919) 335-3230	Dr. Bernard W. Franklin President Livingstone College 701 W. Monroe Street Salisbury, NC 28144 (704) 633-5505
<b>Missouri</b>	Dr. Robert Albright President Johnson C. Smith University 100-153 Bettiesford Road Charlotte, NC 28216 (704) 378-1000	Dr. Edward B. Fort Chancellor North Carolina A&T State University Greensboro, NC 27411 (919) 334-7940
Dr. Wendell G. Rayburn President Lincoln University 830 Chestnut Street Jefferson City, MO 65101 (314) 681-5000	Dr. Tyronza Richmond Chancellor North Carolina Central University P. O. Box 19617 Durham, NC 27707 (919) 560-6304	<b>Ohio</b>
Dr. Henry Givens, Jr. President Harris-Stowe State College 3026 Laclede Street St. Louis, MO 63103 (314) 533-3366	Dr. Arthur E. Thomas President Central State University Wilberforce, OH 45384 (513) 376-6332	Dr. John L. Henderson President Wilberforce University 1055 North Bickett Road Wilberforce, OH 45384 (513) 376-2911

<b>Oklahoma</b>	Dr. Luns C. Richardson President Morris College North Main Street Sumter, SC 29150 (803) 775-9371, ext. 211	Dr. David Satcher President Meharry Medical College 1005 18th Avenue North Nashville, TN 37203 (615) 327-6904
<hr/>		
<b>Pennsylvania</b>	Dr. Albert E. Smith President South Carolina State College P. O. Box 1885 Orangeburg, SC 29117 (803) 536-7013	Dr. James Hefner President Tennessee State University 3500 John Merritt Boulevard Nashville, TN 37203 (615) 320-3904
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Dr. Levern McCummings Interim President Cheyney State University Cheyney, PA 19319 (215) 399-2220	Dr. Leonard Dawson President Voorhees College Denmark, SC 29041 (803) 793-3544	Dr. Henry Ponder President Fisk University 17th Avenue North Nashville, TN 37203 (615) 329-8555
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Dr. Niara Sudarkasa President Lincoln University Lincoln, PA 19352 (215) 932-8300	Dr. Marshall C. Grigsby President Benedict College Harden and Blanding Streets Columbia, SC 29204 (803) 254-7253	Dr. John B. Turner President Knoxville College 901 College Street, NW Knoxville, TN 37921 (615) 524-6514
<hr/>		
<b>South Carolina</b>	Dr. Oscar Rogers, Jr. President Claflin College 700 College Avenue, NE Orangeburg, SC 29115 (803) 534-2710	Mr. Rufus K. Newlin President Morristown College 417 N. James Street Morristown, TN 37208 (615) 586-5262
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Dr. Collie Coleman President Allen University 1530 Harden Street Columbia, SC 29204 (803) 254-9735	Dr. Alex A. Chambers President Lane College 545 Lane Avenue Jackson, TN 38301 (901) 424-4600	<b>Tennessee</b>
<hr/>		
Dr. Sallie V. Moreland President Clinton Junior College P. O. Box 968 Rock Hill, SC 29731 (803) 327-7402	Dr. Burnett Joiner President Lemoyne-Owen College 807 Walker Avenue Memphis, TN 38126 (901) 774-9090	<b>Texas</b>
<hr/>		
Dr. Curtis Bryan President Denmark Technical College P. O. Box 327 Denmark, SC 29042 (803) 793-3301, ext. 201	Dr. Levi Watkins, Sr. President Bishop College 3837 Simpson-Stuart Road Dallas, TX 75241 (214) 372-8000	Dr. Sebetha Jenkins President Jarvis Christian College U.S. Highway 80 Hawkins, TX 75765 (214) 769-2174

Dr. Warren W. Morgan  
President  
Paul Quinn College  
1020 Elm Street  
Waco, TX 76704  
(817) 753-6415

General Julius W. Becton, Jr.  
President  
Prairie View A&M University  
Prairie View, TX 77446  
(409) 857-2111

Dr. Stephen R. Mitchell  
President  
Saint Philip's College  
211 Nevada Street  
San Antonio, TX 78203  
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## **Exhibit C—Service-wide Civil Rights Committee Issues**

### **Issue 1 (85-RE-01-01-91)**

Disparate career emphasis, based on traditional views of professionalism, is negatively affecting our ability to achieve a diverse work force.

#### **Situation Statement**

Disparate career emphasis manifests itself in two ways:

- (1) We do not capitalize on our existing work force in terms of career opportunities.
- (2) We tend to focus on external recruitment, often at the expense of our internal work force.

We tend to judge potential based on "PATCO" terms, which limits internal career moves. This perpetuates the "Once a clerk, always a clerk" thinking. As a result, sometimes people are typecast and not allowed to further their careers. Opportunities—such as training courses that provide benefits beyond the existing job requirements, mentoring, details, cross training, education, conversion opportunities, and information gained by being involved in meetings or providing input in a decision—should be promoted for all employees.

Second, the emphasis on meeting Work Force Diversity 1995 goals deemphasizes our current work force. Rather than focus solely on new employees, we need to evaluate the potential of our current employees and recruit them. By providing opportunities to our current employees, we recognize their value to our organization and capitalize on diversity that already exists.

#### **Chief's Response**

*Alternative 1:* We have accepted the Consent Decree Assessment Team (Thompson Committee) Report. The report has a number of system recommendations, for example, Skills Bank implementation, that need to be further examined. Our plans are to cover these system needs in the development of the people data base.

*Alternative 2* suggests that I write a letter affirming the value of all our employees. I am not opposed to reinforcing my very real commitment to that belief, but I do not believe that another letter does the job. I would prefer to continue to speak out at meetings about our professional work force and the great job they are doing.

That affirmation will also be part of our ongoing dialogue about becoming a multicultural organization. The National Task Force on Work Force Diversity also identified the need to value everyone and suggested specific goals and strategies in training, development, and recognition. I expect managers to carry out these strategies. These actions will, I believe, meet the intent of *Alternative 2*.

*Alternative 3* asks us to develop a generic standard for an acceptable rating in dealing with work force diversity. We will do so after negotiation with the union is completed and in concert with related recommendations made in the Communication, Consent Decree, and Work Force Diversity Task Force reports.

**Issue 2  
(86-SD-01-07-91)**

Disparate treatment occurs due to structural barriers that deter equal access and opportunities to persons with disabilities in the Forest Service.

**Situation Statement**

Persons with disabilities often cannot obtain services because of structural barriers which others do not face. These barriers inhibit:

- (1) Full and equal access to offices/facilities (internal/external).
- (2) Recruitment training and developmental opportunities. Some new and existing facilities do not have equal access. Those physical barriers create an inhuman environment, isolation, and degradation of human dignity and safety concerns.

There is a lack of awareness and, hence, misconceptions about the needs of persons with disabilities. Presently, the responsibility for barriers removal is split between functional areas (PM/CR/ENG/ REC). This has caused fragmented resources and lack of coordinated efforts.

**Chief's Response**

*Alternative 1:* I feel that the roles and responsibilities for the leadership of the program for persons with disabilities are already clearly defined. The Personnel and Civil Rights staff has the lead responsibility for managing this program; however, I agree that the overall coordination needs to be strengthened. We recently established a full-time position in the Personnel and Civil Rights staff to coordinate the employment program for individuals with disabilities. The primary area of emphasis for this position is for Service-wide coordination for employment and reasonable accommodation as it relates to employment.

Under Title VI, the Civil Rights staff is responsible for assuring compliance to Equal Opportunity laws and regulations for the disabled as it relates to participation in Forest Service programs and activities.

The Washington Office Recreation Management staff has a staff position that serves as a special assistant, consultant, and advisor in recreation access for the disabled people, a program nationwide in scope.

The Engineering staff is responsible for facility design standards, including recreation facilities, assuring facilities are accessible to our employees and publics, inspecting, and conducting accessibility surveys.

As you can see, there are a number of different components for this program which require a great degree of coordination. The Personnel and Civil Rights staff convened a task force and developed recommendations as to how we can better coordinate these activities.

At the task force meeting, it was agreed by each Director (Recreation, Personnel and Civil Rights, and Engineering) to establish an "Access/Employment Steering Committee" in order to insure consistency in the formulation and implementation of agency policy and programs for employment and access. Each affected Deputy Chief/Director area will be invited to participate. The Steering Committee will meet several times throughout the year, with many informal meetings and networking on these issues. Once a year they will provide an annual report. Members of the steering committee will be all managers who have a direct role in programs, activities, and employment for people with disabilities. In addition, other managers, who have indirect responsibilities, are encouraged to participate, such as grants issued through State and Private Forestry Programs are affected, public notification material accessed through the Office of Public Affairs. Joe Meade, Access Specialist, has been assigned the Coordinator role for the Steering Committee.

I also concur with *Alternative 1* regarding clarification of roles and responsibilities for management of the disabilities program.

In addition, a letter will be sent to all employees within the next several weeks, sharing the broad activities underway by the agency pertaining to accessibility and employment for people with disability. Later this winter, a followup letter will be sent to Regional Forests and Directorates, explaining the newly established Access/Employment Steering Committee.

The Personnel and Civil Rights and Recreation staffs will be discussing Employment and Accessibility with Engineering at the National Facilities Workshop, December 2-5, 1991, in Scottsdale, Arizona.

*Alternative 2:* I agree with the need to develop equal access to existing and new Forest Service buildings. We currently have a Handbook amendment (Section 34.16, FSH 7309.11) in final review

to revise existing design direction. It has been reviewed by all units, and the Washington Office Personnel and Civil Rights staff concurred last spring. Publication is anticipated by December 1.

The Engineering Staff is prepared to work with Personnel and Civil Rights, Recreation, and Research to develop guidelines for survey, design, and rehabilitation of Forest Service facilities to provide program access for all personnel.

*Alternative 3:* I fully agree that all external facilities utilized by the Forest Service must be accessible. I have directed the Director of Property and Procurement to develop national policy for this alternative.

*Alternative 4:* We already have the skills and training resources to identify structural barriers in Forest Service. We need to strengthen the area of availability of technical resources to get the job done. The challenge to this task is the large number of Forest Service facilities and the poor inventory of barriers that need to be removed. I am committed to make our workplace and facilities accessible. The Director of Engineering will assess the impact of providing access on the total facilities construction program and recommend a policy for establishing an access Facilities Plan.

*Alternative 5:* This was not recommended by the committee; therefore, I will not address it.

*Alternative 6:* This alternative will be incorporated under *Alternative 4* above.

*Alternative 7:* Personnel and Civil Rights is currently working with the Department in developing a training module to increase the sensitivity, awareness, understanding, and management of the needs of persons with disabilities. The outline has been developed and will be pilot tested during fiscal year 1992.

**Issue 3  
(87-SD-02-07-91)**

The Forest Service has no regulations or policy requiring videos, produced internally or purchased from a vendor, to be closed-captioned for persons with hearing impairments.

**Situation Statement**

Persons with hearing impairments need to have access to the same information as other persons.

By not having closed-captioned videos, opportunities are lost for full participation and meeting the full potential of both the individual and the Forest Service.

**Chief's Response**

*Alternatives 1 and 2:* I accept both of the alternatives for this issue. The Director of PAO and Personnel and Civil Rights will develop policies for these two alternatives.

As of September 1991, PAO is amending FSM 1640 (Audiovisual Information) to require closed-captioning of video productions. The amendment will be published shortly after the holidays.

**Issue 4  
(88-SD-03-07-91)**

Many employees who have supervisory responsibilities are not properly trained, held accountable, or made aware of the qualities, attitudes, and competencies needed to manage a diverse work force.

**Situation Statement**

The ability of the Forest Service to attract and retain a diverse work force depends largely on the skills and abilities of supervisors. Many employees who have supervisory responsibilities do not accept, nor are they aware of, the agencies work force diversity/multicultural philosophies and realities.

These objectives can be subverted by negative words and actions, as well as interaction, resulting in increased backlash and the creation of an uncomfortable and unproductive work environment.

Agency tradition assigns people supervisory responsibility primarily based upon their technical/professional performance rather than their ability to manage people. As a result, it is all the more critical that they are equipped to manage a complex and diverse work force.

Clear direction and accountability regarding the appropriateness of training is critical to resolution of this issue. In the absence of clear direction and accountability, we are now managing by mandate as opposed to managing to promote the values of diversity.

Due to changing demographics, leadership and commitment are paramount to ensuring supervisors are properly trained to manage a diverse work force.

**Chief's Response**

*Alternative 1:* The evaluation criteria for many supervisory positions in the Forest Service include those on the ability to supervise/knowledge of supervisory techniques and principles on which to judge the abilities of applicants. This is certainly true of line positions (GM-14/15 and above), where the diversity aspect is covered in at least two criteria.

As a result of this issue, I will ask Regional Forests and Directorates to have their personnel representatives review their processes for selecting evaluation criteria and to add the wording "supervise people with diverse backgrounds" to supervisory evaluation criteria when used. This can be accomplished by March 1, 1992.

*Alternatives 2, 3, and 4* are presently being worked on by the Work Force Diversity Task Force implementation group. I expect to have a full report from this task force by the end of the second quarter. As soon as that action is accomplished, the task force report, with specific strategies for implementation of these alternatives, will be shared with the committee.

I fully agree with the committee that in order to achieve a successful culturally diverse organization, we need to strengthen three key areas: performance accountability, management training, and recognition of excellence in accomplishing diversity goals.

**Issue 5  
(89-SD-04-07-91)**

The Forest Service has a large number of EEO complaints, many of which are backlogged. As a result, we are not in compliance with the EEOC regulations for timely processing of EEO complaints.

**Situation Statement**

The Civil Rights Act of 1972 and EEOC regulations establish strict guidelines for processing EEO complaints. For a number of reasons, the Forest Service has been unable to consistently meet the prescribed deadlines:

- The number of EEO complaints has increased, while the number of available EEO counselors has decreased.
- Service-wide, we have established three full-time GM-13 EEO counselor positions, but we have eliminated a large number of collateral duty positions.
- USDA regulations limit the number and authority of collateral duty counselors. USDA authorizes only full-time counselors at GS-13 to insure a notice "right to file" a formal complaint and only after they have personally attempted resolution. This procedure creates a bottleneck of complaints needing to be closed out by the three GM-13 full-time counselors.
- Most Forest Service EEO counselors lack resources—such as time, travel, and training—for effectively processing complaints.
- Some managers and supervisors don't understand and/or do not adhere to requirements for timeliness and cooperation in processing complaints.

In April, EEO program managers developed a plan for reducing the current backlog, but a long term solution is needed. The trend toward increased EEO complaints can be expected to continue as we "downsize" our timber program and move toward becoming a multicultural organization.

Even without outside pressure to meet established deadlines, we need to handle complaints promptly to minimize distress to individuals and disruption to the organization.

#### **Chief's Response**

I fully concur with the urgency to address this issue. For some time, the number and complexity of EEO complaints has been increasing. They have now reached a level beyond the ability of our EEO informal counseling program to properly handle them. Problems include not meeting the regulatory requirements found in 29 CFR 1613, the Department's supplement to the regulations, or the needs of complainants or those of managers. Dissatisfaction with both the quality of the counseling and with the extreme time involved in processing cases at the informal stage is being expressed by all parties to the process.

Last spring and summer, a concerted effort was made to catch up on the backlog; despite the effort, a new backlog has arisen. Some complainants are now focusing on the process itself, rather than on the issues giving rise to the original complaint. We are spending approximately a million dollars a year on the program, while falling further and further behind.

In an effort to improve the EEO precomplaint process, I have set up a Review Team to address the problems and develop proposed solutions. The team will be chaired by George Morris, Region 4, and the members are:

Rudy Cadney, Region 8  
Jean Bentley, INT  
Judith Works, Washington Office  
Mary Jo Lovick, Washington Office  
Carolyn Reynolds, Region 5  
Jim Pierce, Region 2  
Sandy Neal, Region 6

Betty Culmer and Temple Hahn will participate ex officio.

The group met November 10 and will meet with Chief and Staff on December 12. Interested parties are invited to provide input to this initiative. Comments can be given to any member of the group. The committee's recommendations will be fully considered by the group.







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